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IDENTIFIERS Elementary Secondary Education Act Title I; ESEA Title I; *Missouri

ABSTRACT

Volume I of the St. Louis Public Schools evaluation report on programs, projects, services and activities funded in whole or in part under Elementary Secondary Education Act Title I is organized into Two Parts. Part One, Evaluation of Total Title I Program, presents the completed evaluation forms. Part Two, focuses on the Evaluation of Title I Projects. Seven out of ten components are individually examined. Component One, Rooms of Fifteen, provided remedial instruction for low-achieving elementary students in basic skills to prepare them for returning to regular classrooms. Component Two, Reading Improvement Teams, is directed at elementary students with serious reading problems. Component Three, Lincoln High School, is a school for students who have been suspended from their regular eligible ESEA Title I high schools, and who have met Title I guide lines. Component Four, discusses a Work-Study High School. Component Seven, Inservice Center, serves also as a curriculum materials center. Component Eight covered Administration and Evaluation. Component Nine, Kindergarten Extended Day, was basically a supplementary instruction after and before school program for kindergarten pupils. Component Ten, Summer School, made available a total of 160 hours of instruction, including field trips to the students. (JM)

ED105012

St. Louis Public Schools
Mr. Clyde Miller, Superintendent

BEST COPY AVAILABLE

ESEA TITLE I
EVALUATION REPORT
1973-74

Volume 1

All reports in this document were completed by the Division of Evaluation during the 1973-74 school year.

DIVISION OF EVALUATION

Dr. Stephen Daeschner, Director
Dr. Jean Jose, Coordinator, Title I Evaluation

UD015002

October, 1974

1517 South Theresa, St. Louis, Mo. 63104   Area Code 314 865-4550

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FISCAL YEAR 1974

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

PART I

Evaluation of Total Title I Program

Elementary and Secondary Education Act

TO BE COMPLETED BY THE STATE EDUCATIONAL AGENCY

(1-2)			COUNTY CODE (4-6)	LEA CODE (7-9)	CONG. DIST. (10-11)
0-1	35	72	115	115	1, 2, 3

TO BE COMPLETED BY PUBLIC SCHOOL – LOCAL EDUCATIONAL AGENCY

Information contained in this report is supplied in accordance with the assurances of the Local Educational Agency on page 8 of Part IA Application for Federal Assistance.

LEGAL NAME OF LOCAL EDUCATIONAL AGENCY: Board of Education of the City of St. Louis

AUTHORIZED REPRESENTATIVE FOR LEA NAME AND TITLE (Type or Print): Clyde C. Miller, Superintendent of Schools

CITY OR TOWN: St. Louis

COUNTY:

MAILING ADDRESS (Street and City):
911 Locust Street
St. Louis, Missouri 63101

CONGRESSIONAL DISTRICT NUMBER: First, Second, Third

TELEPHONE NUMBER (Area Code & Local No.): 314 - 231 - 3720

STATE AND ZIP CODE: Missouri, 63101

SIGNATURE AND DATE: X Clyde C Miller

Amount approved of Part C Funds Include at right also: 429,479

AMOUNT APPROVED (including amendments) (12-18) Include Part C funds: [redacted] 6,699,077

TABLE I* Participants by Activities and/or Services with total cost. (Put all Summer on line 17)

	ACTIVITY LIST FOR PROJECT	PUBLIC SCHOOLS x8 (12-16)	PUBLIC SCHOOLS x-12 (17-21)	PUBLIC SCHOOLS UNGR (22-26)	PRIVATE SCHOOLS x8 (27-31)	PRIVATE SCHOOLS x-12 (32-36)	PRIVATE SCHOOLS UNGR (37-41)	NEG. (42-46)	DEL. (47-51)	TOTAL COST BY ACTIVITY WHOLE DOLLARS (52-58)
1-2										
18	1 ADMINISTRATION									331,303
19	2 BASIC SKILLS				1242	356				396,333
20	3 EVALUATION									143,412
21	4 PARENT PROGRAMS									
22	5 SPECIAL HEALTH SERVICES									
23	6 INSERVICE TRAINING									453,778
24	7 LANGUAGE ARTS									
25	8 EXT. KINDERGARTEN [redacted]	1437								309,059
26	9 MATHEMATICS									
27	10 PRE-SCHOOL									
28	11 READING [redacted]	10613								2,415,971
29	12 NEGLECTED & DELING.							65	144 [redacted]	35,120
30	13 SMALL CLASS SIZE [redacted]	794	548							1,488,765
31	14 SOCIAL STUDIES									
32	15 MATERIALS CENTERS									93,799
33	16 FOLLOW THROUGH	521								38,223
34	17 SUMMER	5645			444			50	295 [redacted]	536,922
35	18 SCIENCE									
36	19 TUTORIAL									
	20									
	21 OTHER: LIST									
	22 CURRICULUM DEV.									22,325
	23									
	24									
	25 TOTAL*									6,265,010

* SHOULD ADD UP TO TOTAL OF OBLIGATIONS AND DISBURSEMENTS AS SHOWN BY FINANCIAL REPORT EXPLAIN DISCREPENCIES BETWEEN TOTAL AMOUNT

1974

SUMMARY SHEET OF TOTAL PROJECT PARTICIPANTS

(4–9) Co. – LEA Code 115

(10–11) Cong. Dist. 1, 2, 3

TABLE 2

Title I Project Participants

SEE DIRECTIONS ON BACK OF PAGE

INDICATE THE NUMBER OF CHILDREN WHO PARTICIPATED IN ACTIVITIES BY GRADE LEVEL AND BY TYPE OF SCHOOL

		REGULAR YEAR			SUMMER		
		ENROLLED IN PUBLIC SCHOOLS	ENROLLED IN PRIVATE SCHOOLS	ENROLLED IN SCHOOLS FROM INSTITUTIONS FOR DELINQUENT AND NEGLECTED	ENROLLED IN PUBLIC SCHOOLS	ENROLLED IN PRIVATE SCHOOLS	ENROLLED IN SCHOOLS FROM INSTITUTIONS FOR DELINQUENT AND NEGLECTED
		1 (12–16)	2 (17–20)	3 (21–24)	4 (25–28)	5 (29–32)	6 (33–36)
1	PRE-KIND.						
2	KIND.	1538	139	5	78		8
3	GRADE 1	1042	145	[redacted] 17	633		16
4	GRADE 2	1937	160	[redacted] 25	909		9
5	GRADE 3	1683	198	[redacted] 24	1044		10
6	GRADE 4	1647	208	[redacted] 38	753		31
7	GRADE 5	1577	199	28 [redacted] [redacted]	777		22
8	GRADE 6	1599	193	15	693		34
9	GRADE 7	1249	158	[redacted] 36	513		37
10	GRADE 8	1093	135	[redacted] 17	245		77
11	GRADE 9	62	21	3			21
12	GRADE 10	174	15	1			
13	GRADE 11	145	14				
14	GRADE 12	167	13				
15	UNGRADED						19
16	TOTAL	13913	1598	209 [redacted]	5645		284

Table 2–Regular Year should include only those students who were in the regular year activities. They may also be included in Table 2–Summer. In Table 2–Summer include those students which participated in the summer activities. The students may also appear under Regular year.

TABLE 3

UNDUPLICATED PARTICIPATION FOR THE TOTAL PROJECT. This table is not an added total of the Table 2 Regular and Summer but is an unduplicated listing of student participants. The totals should reflect the unduplicated total of all students participating in the total project.

If only a Regular year or only a Summer project was conducted indicate the figures from Table 2 in Table 3 also.

INDICATE THE UNDUPLICATED NUMBER OF CHILDREN WHO PARTICIPATED IN ACTIVITIES BY GRADE LEVEL AND BY TYPE OF SCHOOL

	GRADE	ENROLLED IN PUBLIC SCHOOLS	ENROLLED IN PRIVATE SCHOOLS	ENROLLED IN SCHOOLS FROM INSTITUTIONS	
				NEGLECTED	DELINQUENT
		7 (12–16)	8 (17–20)	9 (21–24)	10 (25–28)
1	PRE-KINDERGARTEN				
2	KINDERGARTEN	1538	139	8	
3	GRADE 1	1042	145	12	[redacted] 12
4	GRADE 2	1937	160	5	[redacted] 22
5	GRADE 3	1683	198	5	[redacted] 22
6	GRADE 4	1647	208	13	[redacted] 33
7	GRADE 5	1577	199	7	[redacted] 25
8	GRADE 6	1599	193	17	27
9	GRADE 7	1249	158	12	37
10	GRADE 8	1093	135	11	77
11	GRADE 9	62	21	3	21
12	GRADE 10	174	15	1	
13	GRADE 11	145	14		
14	GRADE 12	167	13		
15	UNGRADED				19
16	TOTAL (SUM OF 1-15)	13913	1598	94	[redacted] 295

TABLE IV

PARENT COUNCIL INFORMATION

Fiscal Year 1974

(1-2) 51

(4-9) Co. Sch. Code 115

(10-11) Cong. Dist. 1 - 2 - 3

COUNCIL MEMBERS

(12-13) 8 — 1. Number of parents of public school Title I children on the parent advisory council

(14-15) 2 — 2. Number of parents of non-public Title I children on the parent advisory council

(16-17) 5 — 3. Number of other persons on the parent advisory council

(18-19) 15 — 4. Total number of parent advisory council members

COUNCIL MEETINGS

(20-21) 5 — 5. Number of council meetings held regarding PROJECT DEVELOPMENT

(22-23) 2 — 6. Number of council meetings held regarding IMPLEMENTATION OF THE PROJECT

(24-25) 2 — 7. Number of council meetings held regarding EVALUATION AND REVIEW of the project

(26-27) 9 — 8. Total number of council meetings held for all purposes

OTHER PARENTAL INVOLVEMENT

(28-30) 7500 — 9. Number of parents of Title I children who visited Title I classes

(31-33) 4500 — 10. Number of parents volunteers who worked with Title I children through the school setting

(34-36) 1500 — 11. Number of Man days spent by parent volunteers in working with Title I children.

Check the coordination of Title I activities with other compensatory State and/or Federal programs operating within your school district. Identify programs and agencies involved.

✓ A. Title II, ESEA (Library Services)

✓ B. Title III, ESEA (Innovative Programs)

✓ C. Title VI, ESEA (Handicapped Programs)

✓ D. H.B. 474 Funds [redacted] (Special Education Section)

✓ Remedial Reading

Other ____________

✓ E. Other Right to Read
Project TREND

Name of School ______________

INSERVICE TRAINING
Fiscal Year 1974

Indicate in the appropriate blanks the number of personnel by categories and the amounts of time spent or credits earned in inservice training. **IF TEACHER AIDES WERE INCLUDED IN THE PROJECT IT IS ESSENTIAL THAT THE LAST LINE ON JOINT INSERVICE TRAINING BE FILLED OUT.**

(1-2) ____

(4-9) Co. LEA Code 115 - 115

(10-11) Cong. Dist. 1 - 2 - 3

TABLE V

		Reading Teachers		Math Teachers		Preschool Teachers		Summer Teachers		Others		Reg. Yr. Aides		Summer Aides	
	TYPE OF TRAINING	Number Teachers	Hours Credit	Number Teachers	Hours Credit	Number Teachers	Hours Credit	Number Teachers	Hours Credit	Number Teachers	Hours Credit	Number Aides	Hours Credit	Number Aides	Hours Credit
52	College credit evening and Saturday Classes	(11-13)	(14-16)	(17-19)	(20-22)	(23-25)	(26-28)	(29-31) 24	(32-34) 223	(35-37)	(38-40)	(41-43)	(44-45)	(47-49)	(50-52)
53	College credit summer school (except workshops)							38	228			224	2123	105	1378
54	College credit in workshops and seminars														
	TABLE VI	Number Teachers	Days Spent	Number Teachers	Days Spent	Number Teachers	Days Spent	Number Teachers	Days Spent	Number Teachers	Days Spent	Number Aides	Days Spent	Number Aides	Days Spent
55	Non credit inservice workshops and seminars	152	760	49	225			1114	3342			114	456	80	240
56	Joint teacher-- Teacher aide inservice (Check one) [✓ Also shown elsewhere] ____ Not shown elsewhere	634	1902	40	80			25	50			114	456	40	120

56 WHAT WAS THE TOTAL COST OF INSERVICE TRAINING? (54-59) $ 453,778

* Figure days on a 6 hour basis

i.e. 6 hours = 1 day 3 hours = .5 days
20 hours = 3.3 days

TITLE I

ADVISORY COMMITTEE RECOMMENDATIONS
FOR
1974-75
AND
PRIORITY RANKING OF PROGRAMS

May, 1974

SUMMARY OF TITLE I ADVISORY COMMITTEE ACTIVITIES
1973-74

October 23, 1973	12:30	Orientation on duties of PAC Review of Title I Programs
November 14, 1973	8:30	Bus Tour of Title I Programs Clinton and Clinton Branch - RIT R/15 Lincoln High School Clark Branch No. 2 - R/15 Work Study High School
December 4, 1973	1:00	Communication Skills Workshop Inservice Center
February 6, 1974	12:15	Holy Guardian Angel School Nonpublic Remedial Reading and Remedial Math
March 6, 1974	12:15	Central City Lutheran School Nonpublic Remedial Reading (Hoffman) Evaluation Report
April 3, 1974	12:30	Stowe School KED Program
May 8, 1974	12:30	Northwest-Soldan Title I Media Center Ranked Title I Programs and made recommendations
June 5, 1974	12:30	Curriculum Services Building Review of 1974-75 Title I Application

MEMBERS:

- Naomi Beaton
- Eula Mae Black
- Virginia Boyd
- Mattie Divire
- Myrtle Johnson
- Lottie Lewis
- Hettie Moore
- Sister Margaret Mullin
- Rose Murphy
- Rayomie Parker
- Marcella Piper
- Ann Marie Reynolds
- Carol Streiff
- Erlene Washington
- Christian Werstein

TITLE I ADVISORY COMMITTEE

Results of Priority Ranking of Title I Programs

May 8, 1974

The score was computed by assigning the following points to the rankings: 1st place = 5 points; 2nd place = 4 points; 3rd place = 3 points; 4th place = 2 points, and 5th place = 1 point.

	TOTAL SCORE			
Public	Parents N = 6	Teachers N = 4	Total Resources N = 10	RANK
Kindergarten: Extended Day (KED)	14	18	32	1
Reading Improvement Teams (RIT)	9	17	26	2
Rooms of 15 (R/15)	12	10	22	3
Work Study High School	14	7	21	4
Lincoln High School	11	8	19	5
Nonpublic				
Remedial Reading	19	18	37	1
Remedial Math	17	18	35	2

*Two forms could not be tallied because markings were unclear.

SUMMARY OF THE TITLE I ADVISORY COMMITTEE RECOMMENDATIONS

FOR THE STATE DEPARTMENT OF EDUCATION

1. Revise the student eligibility guidelines so that 1st graders with 2 months or more educational deprivation could qualify for Title I programs; 2nd graders - 4 months or more; 3rd through 12th graders - 6 months or more.

FOR THE ST. LOUIS PUBLIC SCHOOLS

1. Expand the Kindergarten: Extended Day program in public schools.
2. Include Kindergarten: Extended Day in nonpublic schools.
3. Provide additional supervisory assistance for Title I teachers both public and nonpublic.
4. Provide a variety of inservice workshops during the school year similar to those offered during the summer.
5. Continue and expand Rooms of Fifteen.
6. Develop a remedial math program for Grades 1 - 8.

FISCAL YEAR 1974

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

PART II – A

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA St. Louis Public Schools County Code 115 LEA Code 115

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity.** Do not leave blanks. **Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report Component 1 - Rooms of Fifteen [✓ RY] Su (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent

( ) Counselor

( ) Classroom teacher

( ) Principal

(✓) Other (specify) Staff of the Division of Evaluation
Evaluator: Helen Young

Name and Title of the person primarily responsible for evaluation of this activity.
Dr. Jean José
Telephone Number 314-865-4550

3. Indicate, in number of weeks, the length of time this activity operated.

40 Regular year ______ Summer

4. Indicate the number of public school children eligible for Title I programs, involved in this activity.

794 Regular year from grades 2 - 6 | ______ Summer from grades ______

5. a. Indicate the number of participants in which pre and post evaluation is available.

587 Regular year | ______ Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any)
Standardized tests for either pre or post; diagnostic tests administered throughout the year; teacher tests; teacher judgment.

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period
6 - 8	45 - 60 minutes

7. What were the objectives of this activity? *Failure to list the objective will result in rejection of the evaluation.*

See Component I

See Component I

Page 2
Part IIA
Instructional

Name of instructional activity evaluated in this report Rooms of Fifteen: Reading

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. **The tables below are minimums.** Feel free to submit such other data as may be pertinent to the evaluation of the activity.

Name of test used: ____________

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN

Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities. **No. of weeks between tests** ____________

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One)

GAINS	NUMBER OF STUDENTS BY GRADE LEVEL Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.				31	69	72	63	27	1						263
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month				14	37	13	18	7	0						89
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.				20	32	31	22	12	0						117
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.				16	26	29	26	20	1						118
TOTAL				81	164	145	129	66	2						587 Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains: Prior average yearly gain $= \frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$ See back of page 4

Prior Gains	NUMBER OF STUDENTS BY GRADE LEVEL 1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 – .70 yrs.	X		12	95	82	35	1						225
.71 – 1.00	X		4	31	33	17	0						85
1.01 – 1.50	X		0	5	1	0	0						6
1.51 & over	X		0	0	0	0	0						0
TOTAL	X		16	131	116	52	1						316 Grand Total

* Include only those students who had both pre and post tests and are included in this evaluation.

See Component I

Name of instructional activity evaluated in this report *Rooms of Fifteen: Reading*

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached?

10. Based on the evidence presented on Page 2 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

11. Make recommendation of changes needed for this activity.

12. Describe any unique or innovative features of this activity.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

See Component I

Name of instructional activity evaluated in this report Rooms of Fifteen: Arithmetic

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. **The tables below are minimums.** Feel free to submit such other data as may be pertinent to the evaluation of the activity.

Name of test used: ________________

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN

Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities. **No. of weeks between tests** ________________

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One)

GAINS	NUMBER OF STUDENTS BY GRADE LEVEL														
	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.				54	79	68	68	23	2						294
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month				20	21	22	15	6	0						84
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.				11	36	35	17	15	0						114
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.				4	21	18	26	20	0						89
TOTAL				89	157	143	126	64	2						581 Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains

Prior average yearly gain = $\frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$ See back of page 4

Prior Gains	NUMBER OF STUDENTS BY GRADE LEVEL												
	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0.– .70 yrs.	X		9	80	67	24	0						180
.71 – 1.00	X		3	48	42	27	1						121
1.01 – 1.50	X		0	3	6	0	0						9
1.51 & over	X		0	0	0	0	0						0
TOTAL	X		12	131	115	51	1						310 Grand Total

* Include only those students who had both pre and post tests and are included in this evaluation.

Name of instructional activity evaluated in this report *Rooms of Fifteen: Arithmetic*

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached?

10. Based on the evidence presented on Page 2 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

11. Make recommendation of changes needed for this activity.

12. Describe any unique or innovative features of this activity.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

Component I

Name of instructional activity evaluated in this report *Rooms of Fifteen: Language*

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. **The tables below are minimums.** Feel free to submit such other data as may be pertinent to the evaluation of the activity.

Name of test used: ______

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN

Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities. **No. of weeks between tests** ______

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One)

GAINS	NUMBER OF STUDENTS BY GRADE LEVEL														
	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.				33	82	65	62	24	1						267
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month				13	15	28	18	8	0						82
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.				16	22	26	28	12	0						104
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.				28	43	21	17	20	1						130
TOTAL				90	162	140	125	64	2						583 Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains:

$$\text{Prior average yearly gain} = \frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$$

See back of page 4

	NUMBER OF STUDENTS BY GRADE LEVEL												
Prior Gains	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 – .70 yrs.	X		7	61	53	19	1						141
.71 – 1.00	X		2	52	44	26	0						124
1.01 – 1.50	X		0	16	16	7	0						39
1.51 & over	X		0	0	0	0	0						0
TOTAL	X		9	129	113	52	1						304 Grand Total

* Include only those students who had both pre and post tests and are included in this evaluation.

See Component I

Name of instructional activity evaluated in this report Rooms of Fifteen: Language

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached?

10. Based on the evidence presented on Page 2 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

11. Make recommendation of changes needed for this activity.

12. Describe any unique or innovative features of this activity.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

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SUMMARY

The third year's R/15 program provided remedial instruction for low-achieving elementary students in the basic skills of reading, language, and arithmetic to prepare them for returning to regular classrooms. The program was aimed toward helping the students develop self-confidence, initiative, and dispel the feeling of defeat and frustration, possibly due to lack of success in the regular classroom. The program was designed to meet specific needs of each student by the R/15 teacher using a variety of instructional materials and innovative teaching techniques. The R/15 program operated in 24 sites located in 4 Title I districts; 33 classes were located in 4½ buildings and 21 classes were located in Title I elementary schools. Approximately 794 students in grades 2 through 6 were served by the program.

Pupils were assigned directly to either the primary or middle grade unit, based upon their grade level and individual needs.

Students were eligible for the R/15 program provided they met the criteria established in the state guidelines based on educational deprivation as measured by standardized test results.

Various data gathering techniques were employed during the year in an on-going evaluation of the program. These data were analyzed and results are reported in this document.

The R/15 special projects and components including +4 Reading Booster Program, Toy/Game Center, R/15 Psychological Services, Trend of Former R/15 Achievement, Parent Survey Inventory, Self-Concept Inventory, and Reading Attitude Inventory aided the program's progress toward meeting its primary objective.

The Iowa Tests of Basic Skills was used to assess the students' average achievement gain. During the 10 month school year the R/15 students' gain was 8.6 months. This was 1.4 months less gain than indicated by the R/15 staff city-wide objective for the 1973-74 school year. However, this objective was achieved by the sixth grade R/15 students with an achievement gain of 11.1 months of instructions, 1.1 months greater than indicated by the R/15 city-wide objective. The attendance rate of 92% was 2% less than indicated by the city-wide objective, but 3.6% higher than the city-wide attendance rate of 88.4%. Therefore, these objectives were not met by the R/15 students as indicated by the city-wide objective, nevertheless the achievement gains and attendance rate were significant as compared with the students' achievement gains and attendance rate city-wide. Lastly, the objective that each R/15 teacher hold at least two parent conferences for each child enrolled was met.

PROGRAM DESCRIPTION AND ORGANIZATION

Purpose. The primary purpose of the third year's R/15 program was to provide remedial instruction for low-achieving elementary school students in the basic skills of reading, language, and arithmetic so that they could succeed in the regular classroom. The program aimed at helping the student develop self-confidence and overcome the feeling of defeat and frustration, possibly due to lack of academic success in the regular elementary classroom.

Organization. The 54 Rooms of Fifteen were located in 4 Title I school districts. Thirty-three classes were housed in 4½ building sites, while the remaining 21 classes were housed in Title I elementary schools. Approximately 794 students were served by this program.

Pupils were assigned to either the primary (2-3) or middle (4-6) grade units. There were 25 primary units, 27 middle grade units, and 2 units composed of both primary and middle grade levels.

When students transferred to another Title I school, R/15 was indicated on the transfer card so they could be placed in the program at the receiving school, if possible. The students' prescription and progress records were sent to the receiving school with their official records.

Eligibility and Identification Requirements. Students who lived in Title I attendance areas were eligible for services in a R/15 program, provided they were qualified according to the following criteria: they were substantially below the norm in subject(s) of remediation - substantially below norm defined as at least 2 months deprivation in grade 1, 4 months deprivation in grade 2, 6 months deprivation in grade 3, 8 months deprivation in grade 4, 10 months deprivation in grade 5, and 12 months deprivation in grade 6.

Educational deprivation was determined by using standardized test results from spring, 1973. Identified pupils were those who showed underachievement on the reading comprehension subtest of Gates-MacGinitie (grades 1-2) and Iowa Tests of Basic Skills (grades 3-6).

Primary students with IQ's of 79 or above on any one of the suggested tests: Otis-Lennon, Otis Quick-Scoring, and Henon-Nelson, were eligible. Middle grade students with IQ's of 79 or above on any one of the two, the Lorge-Thorndike (verbal part) or Stanford Binet, were eligible providing their IQ score was not more than two years old.

Pupils were normally assigned to a R/15 class for one year's intensive remedial instruction. A student needing additional help could be assigned for one additional year, if, in the judgment of the teacher, principal, Curriculum Specialists, Title I Supervisor, test data, other related information and parental consent, it was deemed profitable.

Objectives. The new objectives for the 1973-74 R/15 program were:

1. The R/15 students will attain an average attendance rate of 94% during the 1973-74 school year as indicated by the attendance report.

2. The R/15 students will achieve an average gain of 10 months in the basic skills as measured by the Iowa Tests of Basic Skills by the end of the 1973-74 school year.

3. The R/15 teachers will hold at least two parent conferences for each student enrolled in their class during the 1973-74 school year.

The program was designed to meet specific needs of each student by using a variety of instructional techniques and materials. The R/15 teacher diagnosed, prescribed, and provided remediation for each individual pupil in reading, language arts, and mathematics. Special R/15 projects and services included: Psychological Services, +4 Reading Booster Program, and Toy/Game Center. Each of these will be described and evaluated in the remainder of the report.

An evaluation design developed by the evaluator was used as a guide in implementing the R/15 evaluation during the 1973-74 school year. This design served as a guide in gathering pertinent data (1) to determine if the objectives of the program had been achieved, (2) to determine the most productive answers and/or solutions to questions relative to improving as well as implementing the instructional program, (3) to collect the most important kind of input needed for decision-makers relative to the program's continued operation. During the year the following data gathering techniques were used: (1) monitoring, (2) standardized tests, (3) observation checklists, (4) informal interviews, (5) opinionnaires, (6) questionnaires, (7) interest inventories, and (8) telephone interviews.

1. *Monitoring and Observation. These were on-going processes for the purpose of (a) observing first-hand what was actually happening at each of the 54 sites, such as utilization of various methods of teaching-learning activities and use of instructional materials; (b) observing the behavior and attitude of participants; (c) comparing visual observations with written survey results for congruence of responses.*

2. *Standardized Tests. Test results were used to determine the amount of gain made by R/15 students and to compare the achievement gains of the R/15 students with gains made by students in similar programs such as Reading Improvement Teams. Test results were also used to compare R/15 students to Control groups to determine if the R/15 program had made a significant difference in achievement.*

3. *Observation Checklist. This was used as a guide in gathering relevant data about process implementation.*

4. *Informal Interviews. These were used to gather verbal information about the program's progress and to become more knowledgeable about the participants' feelings and attitudes.*

5. *Opinionnaires, Questionnaires, Survey Inventories. These instruments were designed to collect data needed to adequately assess program components.*

These techniques and components all served as "inroads" toward achieving the end results contained in this final report for the year 1973-74.

EVALUATION

Analysis of Results. Results from the Iowa Tests of Basic Skills (ITBS) were used to determine whether the objective of 10 months gain in 10 months of instruction by the R/15 students were met. The ITBS results, summarized in Table 1, indicate that this objective was not met for composite gain on all students (Grades 4-6).

TABLE 1
SUMMARY
IOWA TESTS OF BASIC SKILLS PRE-POST-TESTS GAIN
ROOMS OF FIFTEEN
SPRING, 1973 - SPRING, 1974

		VOCABULARY			READING			LANGUAGE			ARITHMETIC			COMPOSITE		
Grade	Students	Pre-	Post	Gain	Pre-	Post	Gain	Pre-	Post	Gain	Pre-	Post	Gain	Pre-	Post	Gain
4	139	2.85	4.00	11.5	2.78	3.51	7.3	3.44	4.24	8.0	3.04	3.77	7.3	3.09	3.92	8.3
5	125	3.56	4.39	8.3	3.34	4.13	7.9	4.02	4.74	7.2	3.74	4.47	7.3	3.72	4.48	7.6
6	63	4.47	5.70	12.3	4.27	5.33	10.6	5.10	6.21	11.1	4.64	5.73	10.9	4.70	5.81	11.1
TOTAL	327														All Students (4-6)	8.6

From Table 1 it was seen that the composite academic achievement gain for all students, grades 4 through 6, was less than 10 months. All the students' composite score was 8.6, which was approximately 1.4 below the expected gain of 10 plus months. Sixth graders were 1.1 months above the expected gain while the fifth graders and fourth graders were 2.4 and 1.7 below the expected gain. In analyzing scores individually, it was found that 43% of all the students made an average achievement gain of 10 months or more in 10 months.

Data obtained from the Board's semester report revealed that the R/15 students' attendance rate was 92.6% for the 1973-74 school year. This was 1.4% below the stated criterion for successful completion of objective 1.

Each teacher held at least two parent conferences, with 60% holding at least four or more conferences, for each student enrolled in their class during the 1973-74 school year, indicating successful completion of objective 3.

The achievement gain of the R/15 middle grade students was compared with that of the Hoffman Reading Program, Remedial Reading, Reading Assistants, Title I Attendance Areas as well as the city-wide gains. Title I Attendance Area scores represented those students in eligible areas for Title I assistance but were not included in the R/15 program or any other special program such as RIT, Remedial Reading, etc. Reading Improvement Teams (RIT) which were composed of both Remedial Reading teachers and Reading Assistants worked with other eligible Title I students who were not eligible for the R/15 program according to the state's guidelines. Hoffman Reading Component was a special program in Title I areas which served students to improving reading skills. City-wide scores represent all students' scores in Title I attendance areas as well as Non-Title I attendance areas throughout the entire city.

Analysis of Table 2 and Figure 1 indicated the R/15 students' average gain was as follows:

Grade 4 - R/15 students' average gain exceeded the city-wide and Title I attendance areas but was the same as the Remedial Reading and lower than the Reading Assistants and Hoffman reading groups.

TABLE 2

COMPARISON OF GAIN ON COMPOSITE SCORES
IOWA TESTS OF BASIC SKILLS
1973-1974

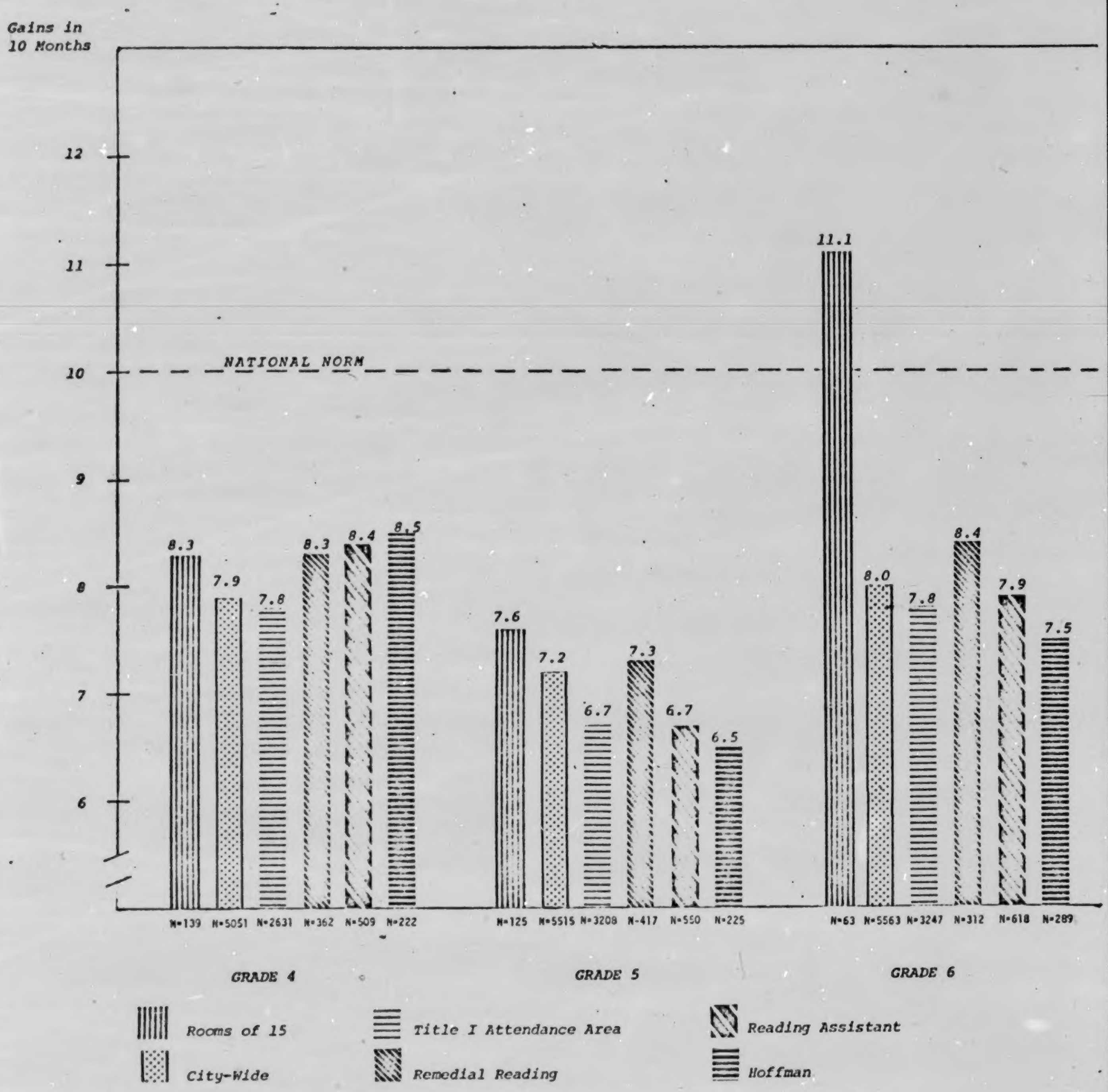
Grade 4	Number of Students	G.E. Pretest	G.E. Post-Test	Gain in 10 Months
R/15	139	3.09	3.92	8.3
City-Wide Attendance Areas	5,051	3.62	4.41	7.9
*Title I Attendance Areas	2,631	3.35	4.13	7.8
Remedial Reading	362	2.90	3.74	8.3
Reading Assistants	509	3.03	3.86	8.4
Hoffman	222	2.97	3.82	8.5
Grade 5				
R/15	125	3.72	4.48	7.6
City-Wide Attendance Areas	5,515	4.52	5.24	7.2
*Title I Attendance Areas	3,208	4.24	4.91	6.7
Remedial Reading	417	3.76	4.43	6.7
Reading Assistants	550	3.93	4.66	7.3
Hoffman	225	4.06	4.71	6.5
Grade 6				
R/15	63	4.70	5.81	11.1
City-Wide Attendance Areas	5,563	5.43	6.23	8.0
*Title I Attendance Areas	3,247	5.10	5.88	7.8
Remedial Reading	312	4.46	5.25	8.4
Reading Assistants	618	4.71	5.55	7.9
Hoffman	289	4.83	5.58	7.5

* Students enrolled in Title I schools, but not being serviced by any of the special Title I programs within the school.

Figure 1

Comparison of Gain on Composite Scores
Iowa Tests of Basic Skills
Rooms of Fifteen
With City-Wide, Title I Attendance Area,
Remedial Reading, Reading Assistant & Hoffman

Spring, 1973 - Spring, 1974



Grade 5 - R/15 students' average gain was higher than the city-wide, Title I attendance areas, Reading Assistants, Remedial Reading and Hoffman groups.

Grade 6 - R/15 students' average gain was higher than the city-wide, Title I attendance areas, Remedial Reading, Reading Assistants, and Hoffman groups.

A comparison of achievement gains of all (grades 4-6) students in reading programs revealed that the R/15 sixth grade students made the highest gain of 11.1 months in 10 months, while the lowest gain, 6.5, was made by the Hoffman group in grade 5. The overall student's (grade 4-6) average achievement gain of 8.6 months was 1.4 months below the established objective of 10 months gain in 10 months.

Although the overall city-wide objective was not met, the R/15 students' progress was significant as compared with the students' gains city-wide. The R/15 program made a difference in the achievement of the students' gains.

Table 3 shows a comparison of gains on subtest scores with city-wide, Title I Attendance Areas, Remedial Reading, Reading Assistants and Hoffman for grade 4. A comparison of the ITBS subtest results indicated the fourth grade Remedial Reading participants made the highest gain in vocabulary of 11.8 months in 10 months of instruction, 3 months higher than the R/15 students who gained 11.5 months in 10 months. Title I Attendance Area participants made the lowest gain in reading of 6.2 months in 10 months, 5.6 months lower than the highest gain which was made in vocabulary. Figure 2 presents a graphic view of the summarized ITBS fourth grade results found in Table 3.

TABLE 3

COMPARISON OF GAIN ON SUBTEST SCORES (Grade 4)
IOWA TESTS OF BASIC SKILLS
ROOMS OF FIFTEEN
WITH CITY-WIDE, TITLE I ATTENDANCE AREAS,
REMEDIAL READING, READING ASSISTANTS, AND HOFFMAN
SPRING, 1973 - SPRING, 1974

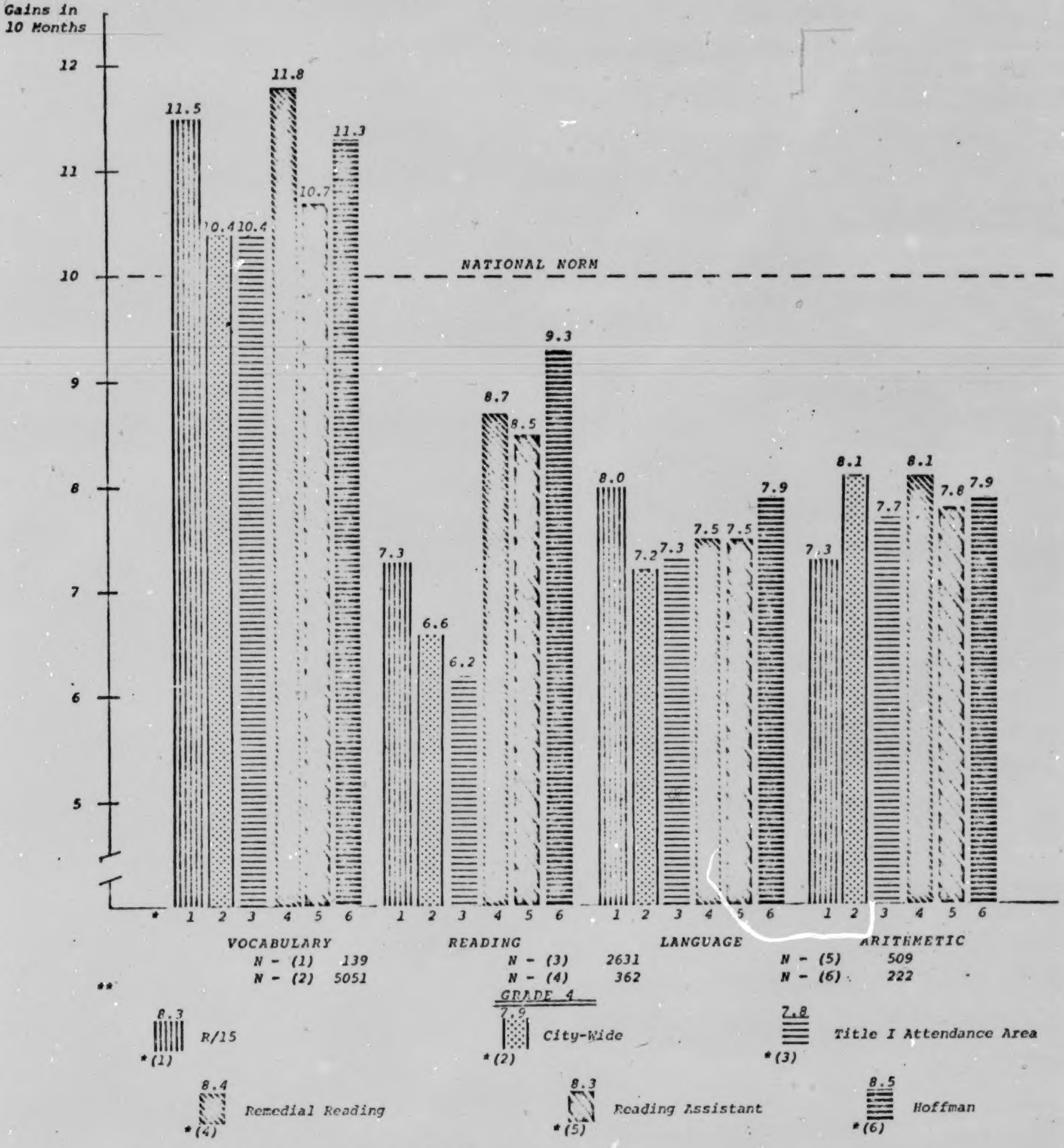
		VOCABULARY			READING			LANGUAGE			ARITHMETIC		
Group	No. of Students	G.E. Pre-	G.E. Post	10 Mo. Gain	G.E. Pre-	G.E. Post	10 Mo. Gain	G.E. Pre-	G.E. Post	10 Mo. Gain	G.E. Pre-	G.E. Post	10 Mo. Gain
(1)	139	2.85	4.00	11.5	2.78	3.51	7.3	3.44	4.24	8.0	3.04	3.77	7.3
(2)	5,051	3.37	4.41	10.4	3.44	4.10	6.6	3.93	4.65	7.2	3.55	4.36	8.1
(3)	2,631	3.11	4.15	10.4	3.15	3.77	6.2	3.68	4.41	7.3	3.27	4.04	7.7
(4)	362	2.69	3.87	11.8	2.44	3.31	8.7	3.20	3.95	7.5	2.92	3.73	8.1
(5)	509	2.78	3.85	10.7	2.66	3.51	8.5	3.33	4.08	7.5	3.01	3.79	7.8
(6)	222	2.74	3.87	11.3	2.51	3.44	9.3	3.26	4.05	7.9	2.93	3.72	7.9

(1)	R/15	(3)	Title I Attendance Areas	(5)	Reading Assistants
(2)	City-Wide	(4)	Remedial Reading	(6)	Hoffman

Figure 2

Comparison of Gain on Subtest Scores (Grade 4)
Iowa Tests of Basic Skills
Rooms of Fifteen
With City-Wide, Title I Attendance Areas,
Remedial Reading, Reading Assistants, and Hoffman

Spring, 1973 - Spring, 1974



** Overall Composite Gain for Middle Unit.

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Table 4 gives a similar display as Table 2 for fifth graders. This table indicates that the vocabulary subtest showed the highest score of 8.3 months gain in 10 months was made by the R/15 students; the lowest score of 5.4 months gain in 10 months was made by the Hoffman participants in vocabulary. No group among the fifth grade reached the national norm. Figure 3 presents a summarized graphic representation of Table 4.

TABLE 4

COMPARISON OF GAIN ON SUBTEST SCORES (Grade 5)
IOWA TESTS OF BASIC SKILLS
ROOMS OF FIFTEEN
WITH CITY-WIDE, TITLE I ATTENDANCE AREAS,
REMEDIAL READING, READING ASSISTANTS, AND HOFFMAN
SPRING, 1973 - SPRING, 1974

		VOCABULARY			READING			LANGUAGE			ARITHMETIC		
Group	No. of Students	G.E. Pre-	G.E. Post	10 Mo. Gain	G.E. Pre-	G.E. Post	10 Mo. Gain	G.E. Pre-	G.E. Post	10 Mo. Gain	G.E. Pre-	G.E. Post	10 Mo. Gain
(1)	125	3.56	4.39	8.3	3.34	4.13	7.9	4.02	4.74	7.2	3.74	4.47	7.3
(2)	5,515	4.40	5.08	6.8	4.32	4.94	6.2	4.80	5.54	7.4	4.42	5.20	7.8
(3)	3,208	4.10	4.74	6.4	3.99	4.54	5.5	4.55	5.25	7.0	4.14	4.85	7.1
(4)	417	3.64	4.22	5.8	3.29	4.04	7.5	4.06	4.70	6,4	3.76	4.45	6.9
(5)	550	3.75	4.53	7.8	3.55	4.19	6.4	4.29	5.01	7.2	3.88	4.61	7.3
(6)	225	3.89	4.43	5.4	3.61	4.36	7.5	4.45	5.10	6.5	4.02	4.67	6.5

(1) R/15
(2) City-Wide
(3) Title I Attendance Areas
(4) Remedial Reading
(5) Reading Assistants
(6) Hoffman

Table 5 gives a similar representation as Tables 3 and 4 for sixth graders. This table indicates that the highest scores in each of the four subtests was made by the R/15 students; Hoffman participants made the lowest score, 6.2 months gain in vocabulary; and the Remedial Reading group, 6.2 months gain in arithmetic. Figure 4 presents a summarized graphic view of Table 5.

TABLE 5

COMPARISON OF GAIN ON SUBTEST SCORES (Grade 6)
IOWA TESTS OF BASIC SKILLS
ROOMS OF FIFTEEN
WITH CITY-WIDE, TITLE I ATTENDANCE AREAS,
REMEDIAL READING, READING ASSISTANTS, AND HOFFMAN
SPRING, 1973 - SPRING, 1974

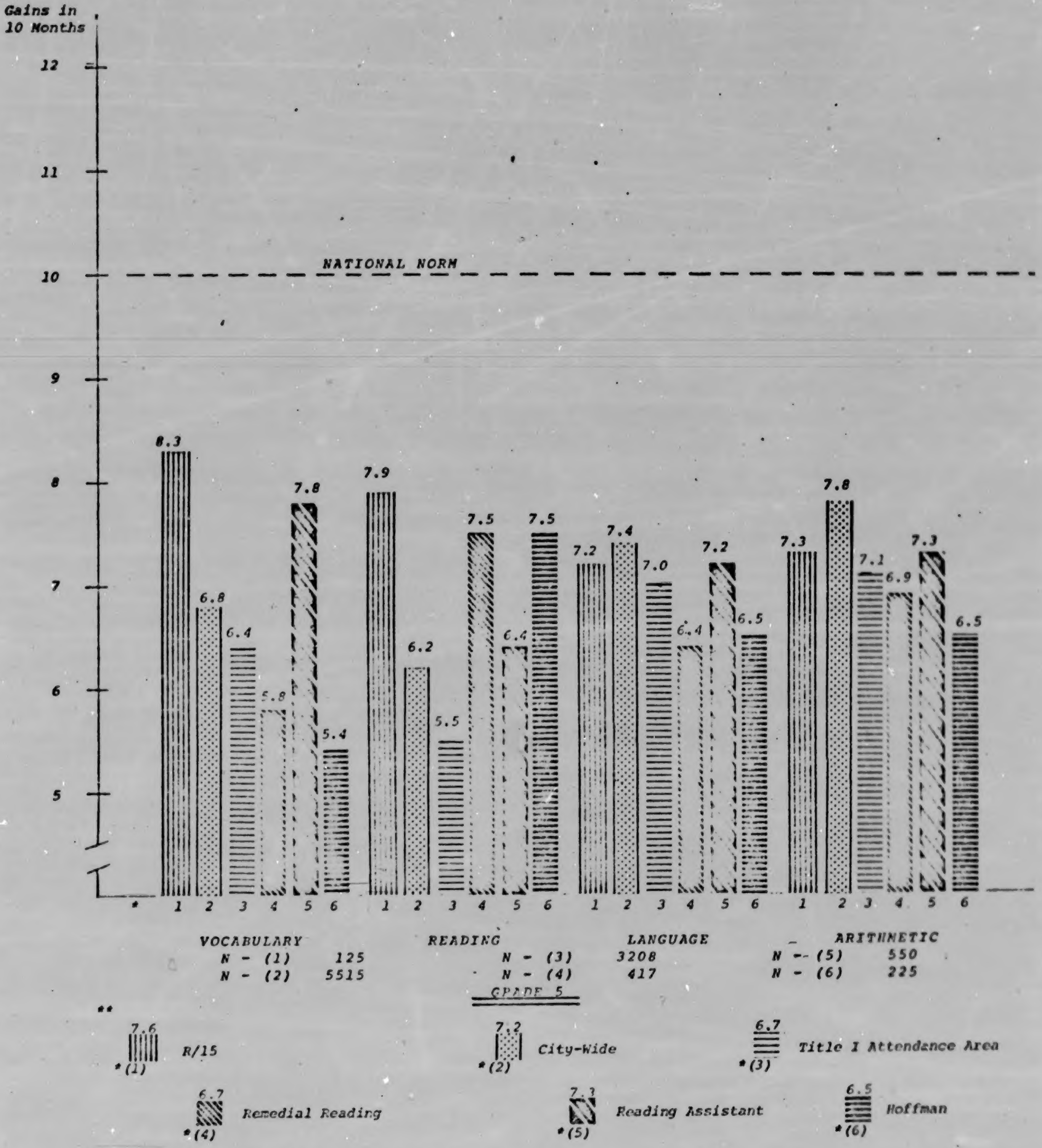
		VOCABULARY			READING			LANGUAGE			ARITHMETIC		
Group	No. of Students	G.E. Pre-	G.E. Post	10 Mo. Gain	G.E. Pre-	G.E. Post	10 Mo. Gain	G.E. Pre-	G.E. Post	10 Mo. Gain	G.E. Pre	G.E. Post	10 Mo. Gain
(1)	63	4.47	5.70	12.3	4.27	5.33	10.6	5.10	6.21	11.1	4.64	5.73	10.9
(2)	5,563	5.24	6.05	8.1	5.17	5.96	7.9	5.75	6.60	8.5	5.37	6.11	7.4
(3)	3,247	4.86	5.66	8.0	4.78	5.55	7.7	5.46	6.30	8.4	5.04	5.76	7.2
(4)	312	4.12	5.04	9.2	3.89	4.91	10.2	4.80	5.57	7.7	4.58	5.20	6.2
(5)	618	4.43	5.34	9.1	4.25	5.20	9.5	5.04	5.89	8.5	4.75	5.49	7.4
(6)	289	4.67	5.29	6.2	4.34	5.17	8.3	5.18	6.05	8.7	4.83	5.46	6.3

(1) R/15
(2) City-Wide
(3) Title I Attendance Areas
(4) Remedial Reading
(5) Reading Assistants
(6) Hoffman

Figure 3

Comparison of Gain on Subtest Scores (Grade 5)
Iowa Tests of Basic Skills
Rooms of Fifteen
With City-Wide, Title I Attendance Areas,
Remedial Reading, Reading Assistants, and Hoffman

Spring, 1973 - Spring, 1974



** Overall Composite Gain for Middle Unit

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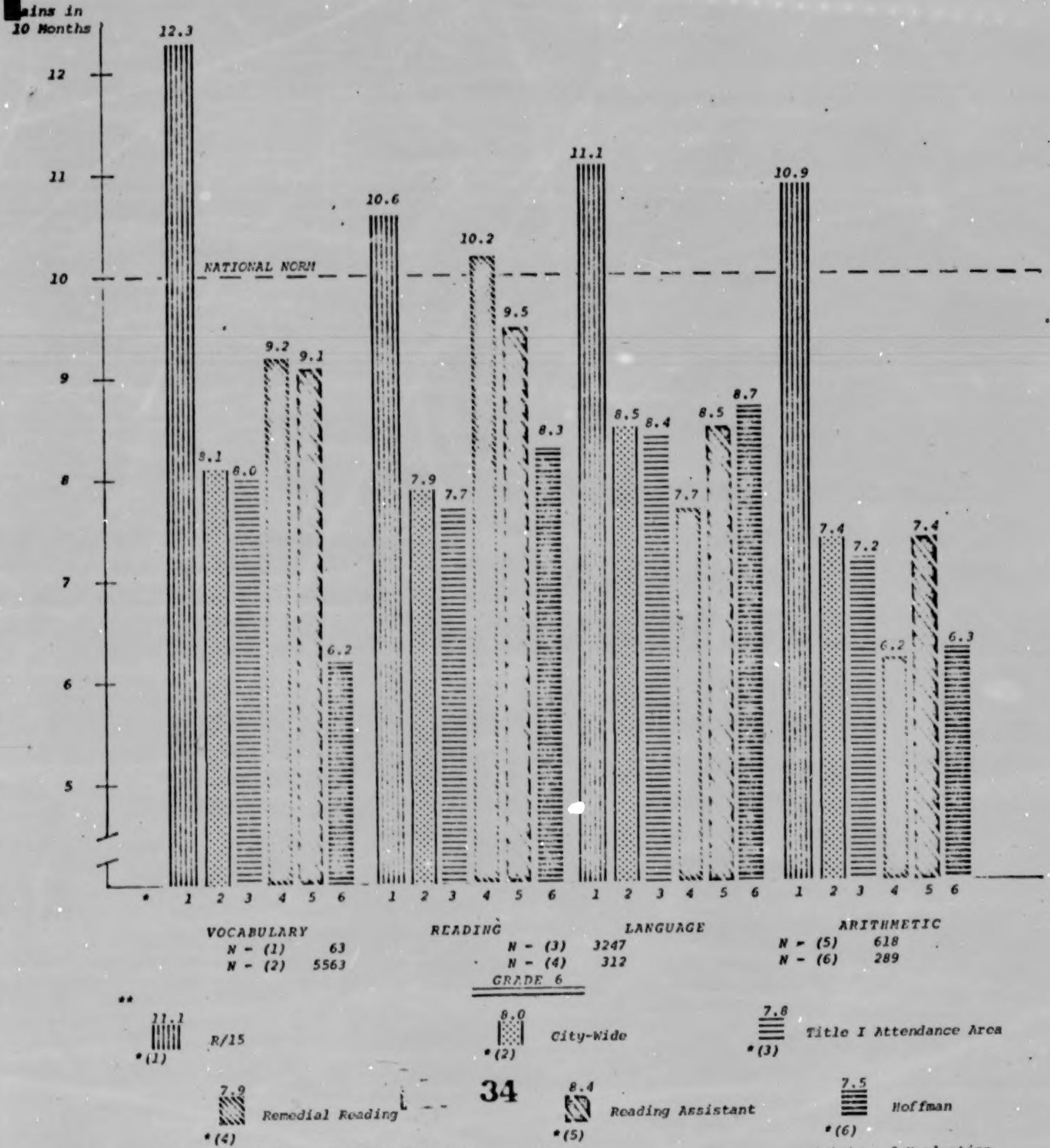
Figure 4

Comparison of Gain on Subtest Scores (Grade 6)
Iowa Tests of Basic Skills
Rooms of Fifteen
With City-Wide, Title I Attendance Areas,
Remedial Reading, Reading Assistants, and Hoffman

Spring, 1973 - Spring, 1974



** Overall Composite Gain for Middle Unit

Division of Evaluation
8/74

A total of 230 Rooms of Fifteen students in the primary units made an average gain of 9.1 months in approximately 7 months. These gains projected for 10 months, the normal school year, would have been 13.1 months gain. This would have exceeded the expected 10 months plus gain by approximately 3.1 months, provided the students had maintained the same learning rate for 10 months as they had for the period of 7 months between testing times. Table 6 summarizes the data relative to the primary units. (It can be concluded that the primary units met and even exceeded the objective of the one month gain for each month of instruction.)

TABLE 6

IOWA TESTS OF BASIC SKILLS TEST GAINS FOR GRADES 2 & 3
FALL, 1973 - SPRING, 1974

(Students Present for Both Pre- and Post-Tests)

Grade	Number	Pretest	Post-Test	Months Gain in Approximately 7 Months	Projected Months Gain in 10 Months
2	79	1.37	2.23	8.6	12.2
3	151	1.99	2.96	9.3	13.6
TOTAL	230				13.1

Table 7 presents subtest data for each grade level represented in the primary units. The average gains in 7 months for the 230 R/15 students are as follows: 7.8 months in vocabulary, 7.8 months in word analysis, 9.0 months in reading, 9.4 months in language, and 7.6 months in arithmetic.

TABLE 7

ROOMS OF FIFTEEN PRIMARY UNITS
MATCHED GAINS - ITBS SUBTESTS

FALL, 1973 - SPRING, 1974

(Students Present for Both Pre- and Post-Tests)

		VOCABULARY			WORD ANALYSIS			READING			LANGUAGE			ARITHMETIC		
Gr.	No.	G.E. Pre-	G.E. Post	Gain in 7 Months	G.E. Pre-	G.E. Post	Gain in 7 Months	G.E. Pre-	G.E. Post	Gain in 7 Months	G.E. Pre-	G.E. Post	Gain in 7 Months	G.E. Pre-	G.E. Post	Gain in 7 Months
2	79	1.09	1.96	8.7	1.33	2.21	7.8	1.38	2.39	10.1	1.44	2.43	9.9	1.67	2.29	6.2
3	151	1.98	2.72	7.4	*0.00	0.00	0.0	1.95	2.80	8.5	2.17	3.09	9.2	2.19	3.02	8.3
Total	230	Average Gain For all students		7.8	Average Gain		7.8	Average Gain		9.0	Average Gain		9.4	Average Gain		7.6

* Word Analysis subtest not included in standard edition of the ITBS Tests, Level 9, Form 6.

An analysis of Table 7 indicated that the second graders made the highest gain of 10.1 months in reading in approximately 7 months of instruction. This was approximately 3.1 months more gain than expected in 7 months of instruction. The lowest score, 6.2 months gain in arithmetic, was made by the second graders, 0.8 less than expected.

Primary third graders made their highest gain in language, 9.2 months. The primary pupils in grades 2 and 3 made at least 7 months gain in all subtest areas except one, arithmetic.

Tables 8, 9, 10, and 11 show pre-post and gain score comparisons (using the Iowa Tests of Basic Skills) made between the students in the Rooms of Fifteen and the Control* students in grades 3, 4, 5, and 6 respectively. Separate T-values[1] were computed using the scores on each subtest (Vocabulary, Reading, Language, Arithmetic and the Composite) for the Rooms of Fifteen and Control students on the pretest scores, the post-test scores, and the gain scores.

Inspection of Table 8 reveals no significant difference between the pretest means of the experimental and control students in grade 3. There is a significant difference ($p < .05$) favoring the experimental students on the arithmetic subtest of the post-test. A comparison of the gain scores also shows that the experimental students' gain in arithmetic is significantly different ($p < .05$) from the gain of the control students.

The data for the experimental and control students in grade 4 is summarized in Table 9. The pre- and post-test mean scores for all of the subtests and the composite are significantly different ($p < .01$) favoring the control subjects.

A comparison of the gain scores, however, reveals no significant differences between the gains of the experimental and control students except on the reading subtest in which the mean gain of the experimental students is higher than and significantly different ($p < .01$) from the mean gain of the control students.

One implication of the above findings seem to indicate that the R/15 experience made a great difference in improving the students' reading ability (skills). [redacted]

Table 10 summarizes the data for the experimental and control students in grade 5. Again, the pre- and post-test mean scores for all of the subtests and the composite are significantly different ($p < .01$) favoring the control students. A comparison of the gain scores reveals that the mean gain of the experimental students on the reading subtest is greater and significantly different ($p < .01$) from the gain of the control students.

---

[1] The use of t test in situations where the experimental and control groups are both pre- and post-tested is not the most appropriate analysis of the data. Future analyses of data obtained under similar circumstances will be performed using analysis of covariance.

* Control group composed of those students in Title I schools not being served by any of the special Title I programs.

TABLE 8

R/15 VS CONTROL
GRADE 3
IOWA TESTS OF BASIC SKILLS AND RESULTS OF T-TESTS
1973-1974

	ROOMS OF FIFTEEN		CONTROL		POOLED VARIANCE ESTIMATES
PRETEST DATA	N	Mean Score	N	Mean Score	T-Value
Vocabulary	18	2.42	76	2.31	0.56 NS
Reading	18	2.14	76	2.51	- 1.80 NS
Language	11	2.58	73	2.76	- 0.71 NS
Arithmetic	14	2.41	73	2.54	- 0.73 NS
Composite	11	2.45	69	2.59	- 0.74 NS
POST-TEST DATA					
Vocabulary	18	2.69	76	2.66	- 0.15 NS
Reading	18	2.58	77	2.70	- 0.56 NS
Language	18	3.11	72	3.24	- 0.61 NS
Arithmetic	17	3.25	77	2.81	2.37 +
Composite	17	3.05	71	2.93	0.70 NS
GAIN					
Vocabulary	18	0.27	74	0.36	- 0.35 NS
Reading	18	0.44	75	0.21	0.90 NS
Language	11	0.66	67	0.52	0.47 NS
Arithmetic	14	0.90	71	0.30	2.91 +
Composite	11	0.62	62	0.39	1.04 NS

+ Probability .01

NS Not Significant at .01

TABLE 9

R/15 VS CONTROL
GRADE 4
IOWA TESTS OF BASIC SKILLS AND RESULTS OF T-TESTS
1973-1974

	ROOMS OF FIFTEEN		CONTROL		POOLED VARIANCE ESTIMATES
PRETEST DATA	N	Mean Score	N	Mean Score	T-Value
Vocabulary	145	2.84	1761	3.27	- 4.79 +
Reading	145	2.76	1762	3.46	- 8.01 +
Language	141	3.44	1694	3.89	- 4.69 +
Arithmetic	144	3.02	1756	3.41	- 5.09 +
Composite	140	3.09	1679	3.57	- 6.32 +
POST-TEST DATA					
Vocabulary	148	3.99	1796	4.26	- 2.78 +
Reading	148	3.50	1795	3.91	- 4.39 +
Language	147	4.23	1757	4.59	- 3.33 +
Arithmetic	147	3.80	1781	4.16	- 4.22 +
Composite	147	3.92	1751	4.28	- 4.26 +
GAIN					
Vocabulary	145	1.15	1740	0.99	1.81 NS
Reading	145	0.75	1741	0.46	3.70 +
Language	140	0.80	1646	0.72	1.09 NS
Arithmetic	143	0.75	1724	0.76	- 0.17 NS
Composite	139	0.83	1628	0.74	1.83 NS

+ Probability .01

NS Not Significant at .01

TABLE 10

R/15 VS CONTROL
GRADE 5
IOWA TESTS OF BASIC SKILLS AND RESULTS OF T-TESTS
1973-1974

	ROOMS OF FIFTEEN		CONTROL		POOLED VARIANCE ESTIMATES
PRETEST DATA	N	Mean Score	N	Mean Score	T-Value
Vocabulary	129	3.56	2194	4.27	- 6.65 +
Reading	129	3.33	2190	4.24	- 9.92 +
Language	126	4.02	2140	4.70	- 6.10 +
Arithmetic	128	3.74	2177	4.26	- 6.15 +
Composite	126	3.74	2120	4.41	- 7.96 +
POST-TEST DATA					
Vocabulary	130	4.38	2218	4.89	- 4.35 +
Reading	130	4.11	2217	4.70	- 5.75 +
Language	128	4.74	2176	5.39	- 5.46 +
Arithmetic	128	4.47	2187	4.97	- 5.38 +
Composite	128	4.48	2161	5.05	- 6.06 +
GAIN					
Vocabulary	129	0.83	2175	0.62	1.96 NS
Reading	129	0.78	2171	0.47	3.96 +
Language	125	0.72	2090	0.70	0.20 NS
Arithmetic	126	0.73	2130	0.71	0.26 NS
Composite	125	0.76	2056	0.65	1.90 NS

+ Probability .01

NS Not Significant at .01

TABLE 11

R/15 VS CONTROL
GRADE 6
IOWA TESTS OF BASIC SKILLS AND RESULTS OF T-TESTS
1973-1974

	ROOMS OF FIFTEEN		CONTROL		POOLED VARIANCE ESTIMATES
PRETEST DATA	N	Mean Score	N	Mean Score	T-Value
Vocabulary	66	4.45	2166	5.08	- 3.87 +
Reading	66	4.26	2165	5.08	- 5.80 +
Language	65	5.12	2129	5.69	- 3.45 +
Arithmetic	64	4.64	2154	5.19	- 4.31 +
Composite	64	4.70	2121	5.32	- 4.82 +
POST-TEST DATA					
Vocabulary	66	5.69	2173	5.84	- 0.79 NS
Reading	66	5.31	2173	5.76	- 2.80 NS
Language	64	6.23	2146	6.52	- 1.60 NS
Arithmetic	65	5.73	2161	5.90	- 1.15 NS
Composite	64	5.83	2139	6.07	- 1.65 NS
GAIN					
Vocabulary	66	1.24	2147	0.77	3.11 +
Reading	66	1.05	2146	0.68	3.22 +
Language	64	1.10	2086	0.85	2.49 +
Arithmetic	64	1.08	2125	0.72	3.21 +
Composite	63	1.11	2071	0.77	4.24 +

+ Probability .01

NS Not Significant at .01

The data for the experimental and control students in grade 6 are summarized in Table 11. The pretest means for the experimental and control students are significantly different ($p < .01$) favoring the control students. The post-test means are not significantly different except for the reading subtest for which the post-test mean of the control students is greater than, and significantly different ($p < .05$) from the mean of the experimental students. A comparison of the mean gain scores, however, reveals that for each subtest and the composite the mean gains of the experimental students are greater than and significantly different ($p < .01$) from the mean gains of the control students.

The final analysis of the subtests and composite gain scores of the R/15 program was effective favoring the R/15 students.

A comparison of the overall mean gains[2] for the Rooms of Fifteen and Control students in grades 3-6 is shown in Figure 5. Figure 5 shows that for each grade level (3-6) the overall mean gains for the students in the Rooms of Fifteen is higher than the overall mean gains of the control students. A comparison of the gain scores averaged across subtests for all grade levels (3-6) reveals that the students in the Rooms of Fifteen show an average gain of 8.2 months while the students in the Control group show an overall average gain of 6.1 months. The most dramatic gain is manifested by the sixth grade students in the Rooms of Fifteen program who show an average gain of 11.2 months while the sixth grade control students show a 7.6 months gain.

These results indicate that the R/15 program has made a difference in achievement gains favoring the R/15 students.

*Former R/15 Achievement Trend Comparison of Gains on the Composite Scores - Iowa Tests of Basic Skills. A comparison was made of composite scores of the Iowa Tests of Basic Skills for R/15 middle grade (4-6) students for the past three years, 1971-72, 1972-73, and 1973-74. Summarized results of this comparison are found in Table 12 and Figure 6. The overall gain in 1971-72 for 541 middle grade students was 11.8 months gain in 10 months of instruction; in 1972-73, 777 students gained 7.1 months in 10 months, 4.7 months less than the students' gain in 1971-72; in 1973-74, 327 students made an overall gain of 8.5 months in 10 months, 3.3 months less than the students' gain in 1971-72, but 0.6 higher than 1972-73.

Presently there appears to be no available or conclusive evidence relative to this (up-down-up) trend. However, one might hypothesize that: (1) 1971-72 marked the initial year for the lowering in pupil-teacher ratio from 20/1 down to 15/1 -- this could have caused a "Hawthorne Effect" during that year; (2) 1972-73 decline could have been influenced by the school system's work stoppage of one month which caused a great loss of classwork time; (3) In 1973-74, the classes were staffed with all teachers who had experience in remediation techniques, therefore, this could have accounted for the upward climb in achievement gains.

[2] Overall mean gains reflect the mean gain scores averaged over all subtests of the ITBS.

* Students enrolled in the R/15 program during the years of 1971-72, 1972-73, and 1973-74.

Figure 5

OVERALL MEAN GAIN AVERAGED ACROSS SUBTESTS OF THE ITBS FOR ROOMS OF 15 STUDENTS AND CONTROL STUDENTS IN GRADES 3, 4, 5, AND 6

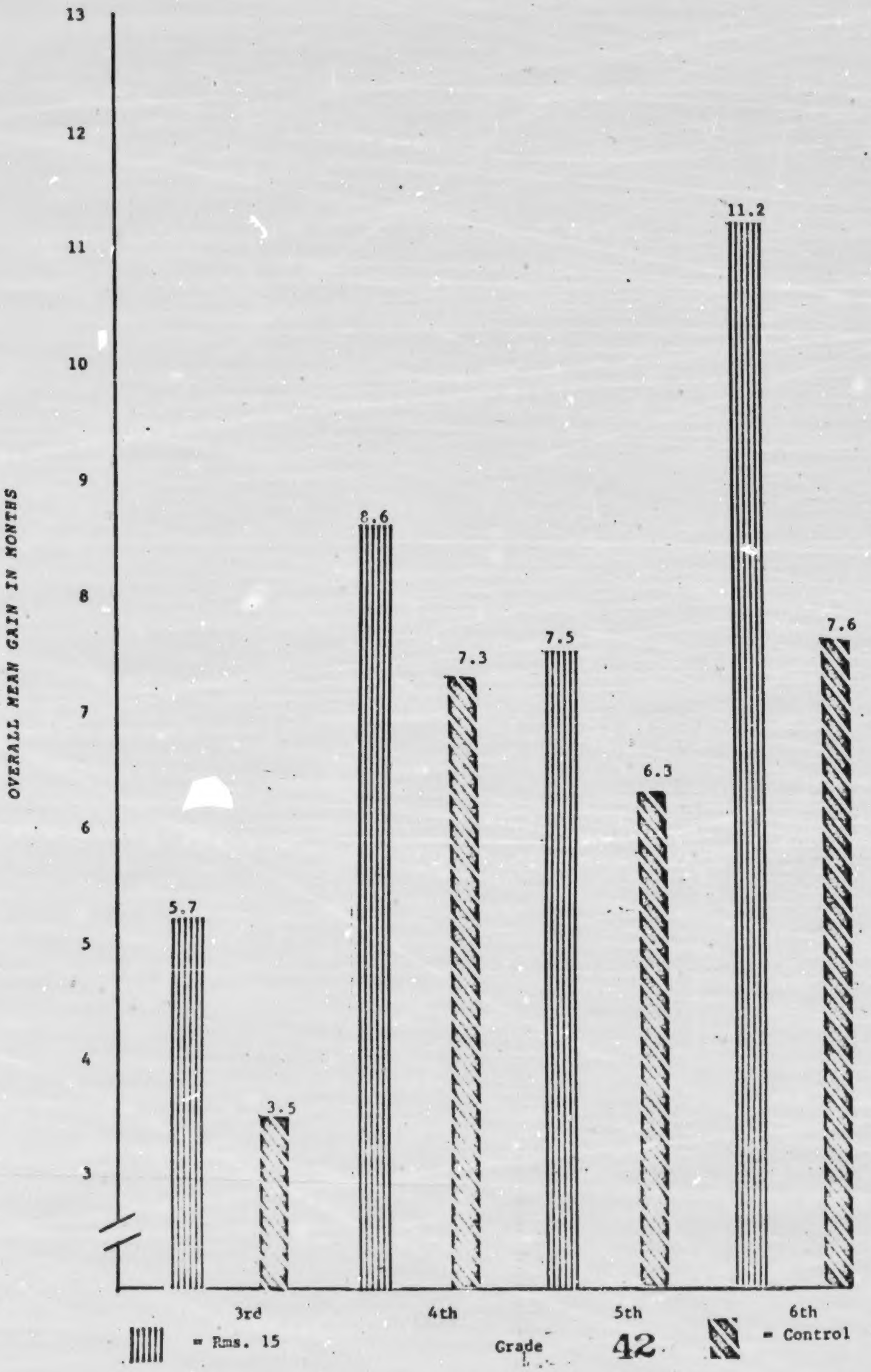


TABLE 12

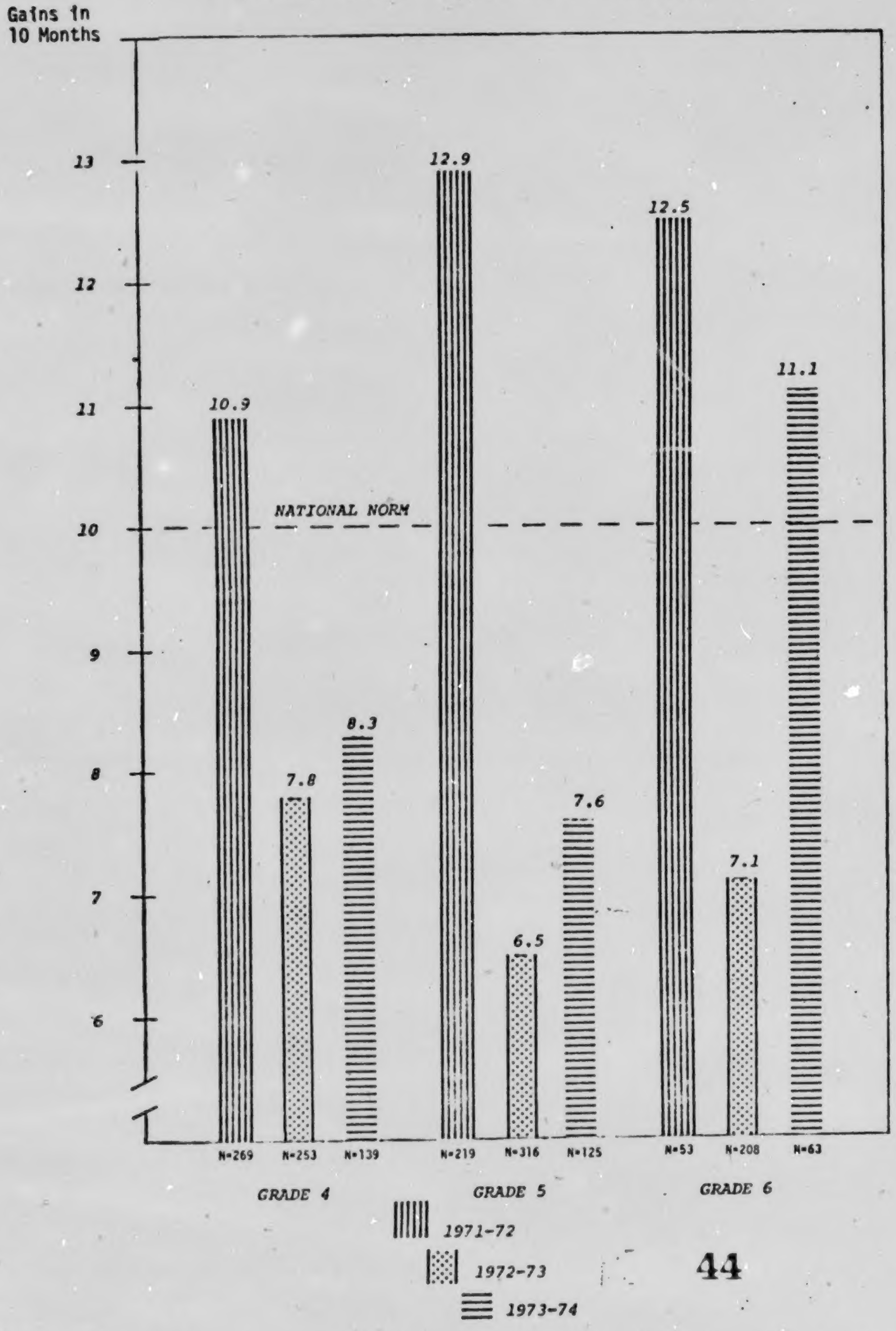
CITY-WIDE FORMER ROOMS OF FIFTEEN
PRE-POST GAINS

		VOCABULARY			READING			LANGUAGE			ARITHMETIC			COMPOSITE		
	Grade	Pre-	Post	Gain	Pre-	Post	Gain	Pre-	Post	Gain	Pre-	Post	Gain	Pre-	Post	Gain
1971-72																
N = 269	4	3.09	4.32	12.3	3.01	3.93	9.2	3.38	4.74	13.6	3.28	4.22	9.4	3.26	4.35	10.9
N = 219	5	3.63	4.95	13.2	3.39	4.78	13.9	3.91	5.50	15.9	3.89	4.87	9.8	3.78	5.07	12.9
N = 53	6	4.22	5.51	12.9	4.35	5.33	9.8	5.02	6.52	15.0	4.76	5.87	11.1	4.68	5.93	12.5
TOTAL = 541														All Students		11.8
1972-73																
N = 253	4	3.04	3.92	8.8	3.09	3.83	7.4	3.51	4.29	7.8	3.37	4.11	7.4	3.30	4.08	7.8
N = 316	5	4.22	4.63	4.1	3.93	4.59	6.6	4.68	5.34	6.6	4.20	4.95	7.5	4.31	4.96	6.5
N = 208	6	4.89	5.63	7.4	4.74	5.26	5.2	5.48	6.17	6.9	4.81	5.65	8.4	5.03	5.74	7.1
TOTAL = 777														All Students		7.1
1973-74																
N = 139	4	2.85	4.00	11.5	2.78	3.51	7.3	3.44	4.24	8.0	3.04	3.77	7.3	3.09	3.92	8.3
N = 125	5	3.56	4.39	8.3	3.34	4.13	7.9	4.02	4.74	7.2	3.74	4.47	7.3	3.72	4.48	7.6
N = 63	6	4.47	5.70	12.3	4.27	5.33	10.6	5.10	6.21	11.1	4.64	5.73	10.9	4.70	5.81	11.1
TOTAL = 327														All Students		8.5

Figure 6

Rooms of Fifteen Achievement Trend
Comparison of Gain on Composite Scores
Iowa Tests of Basic Skills
Former Rooms of 15
Middle Grade Students
1971-72; 1972-73 and 1973-74

(Students Present for Both Pre- and Post-Tests)



Division of Evaluation
8/74

It is possible, however, that the instrument used did not accurately measure students' attitude toward reading and, therefore, conclusions based on this data may not reflect the true picture. Future research in this area should involve the use of a more valid and reliable instrument.

On the basis of the up-and-down trend observed in the achievement gain by former R/15 students on the ITBS the following suggestions appear appropriate:

1. A replication of this study should be made for the next three years or for as long as the program lasts to determine what factors caused this up-down-up trend and how this trend can be resolved. This information could be used by decision makers to change or improve the program.

2. Comparisons should be made between the achievement trends of the R/15 middle grade students and other similar students in programs such as RIT and Right To Read to see if a similar trend exists.

Reading Attitude Inventory (How Much You Like?). Inasmuch as the primary purposes of the R/15 program were to aid the low-achieving elementary school student in the basic skills of reading, language, and arithmetic, and to improve the R/15 reading attitude, the evaluator felt that there was a need to ascertain the students' attitudes toward reading. A 10-item instrument was selected based on the following criteria: structure, content, ease of administering, and relevancy to the student's interests and needs.

The instrument was administered on a pre-post basis in October, 1973 and May, 1974 to R/15 students and students in the control group. The pre-post statistical results as summarized in Table 13 reveal no significant difference. Apparently attitude was not an important factor as perceived by the R/15 staff or maybe the instrument was not reliable for use with R/15 students.

TABLE 13

READING ATTITUDE INVENTORY
COMPARISON PRE-POST-TEST SCORES R/15 AND CONTROL GROUP

Group Group	Number of Students	Pretest Mean	Number of Students	Post-Test Mean	Pre-Post T Value
R/15	N = 485	5.91	N = 703	5.9	- 0.07
Control	N = 418	5.82	N = 3.6	5.8	- 0.28

NS = not significant at $p < .01$ or $< .05$ level

Table 14 indicates the items on the Reading Attitude scale and a statistical comparison of R/15 with the control group. Two items concerned with listening to someone read a story and reading a story were significant in favor of R/15 students on the pretest and one item concerned with learning about arithmetic in favor of R/15 students was significant on the post-test. These items would suggest the students changed their thinking as well as attitudes about the types of learning activities. In addition, the data appeared to indicate the need for more research on "HOW CHILDREN LEARN TO READ." The results of this instrument suggests a more concerted effort in the field of research and evaluation should be made to solve the problem, "Why Johnny Can't Read."

The results of the t test analysis (Table 14) further substantiates the conclusion gleaned from Table 13.

Self-Concept Inventory. The Self-Concept Inventory was administered: (1) to determine whether there was any significant difference between the self-concepts of the R/15 students in comparison to their peers in the regular classroom, and (2) to determine whether there was any significant change in the self-concepts of the R/15 students after completion of a year in the program.

The inventory was administered by the R/15 teachers to approximately 795 primary and middle grade (2-6) R/15 students and by regular elementary teachers to a randomly selected control group of approximately 450 primary and middle grade (2-6) students on a pre-post basis in October, 1973 and May, 1974.

*A t test was used to determine if there was a significant difference between the means of the two groups. The results as summarized in Tables 15 and 16 indicate no significant differences between the means of the two groups. The t value of the groups, 1.03, was not significant at the .05** level revealing that there was no significant change in the R/15 student's self-concept after completion of one year's experience in the program as compared with that of the control group.*

Table 17, indicating the items used on the Self-Concept Inventory, shows the comparisons of R/15 students with control group students on each item by pre- and post-tests. Generally there is very little difference between R/15 students and control group students on any items either pre- or post, and very little gain between pre- and post-test means within either group of students. This substantiates the observation that eligible R/15 students' self-concept was not drastically changed by the R/15 experience.

Based upon the results of the Self-Concept Inventory, the following recommendations appear to be in order:

1. *Positive reinforcement should be used by all school personnel dealing with R/15 students.*

2. *If a suitable instrument cannot be found to measure the self-concept of the socio-economical different student, then one should be developed by the Division of Evaluation.*

Rooms of Fifteen Parent Questionnaire. A 16-item questionnaire (see Table 18) was designed to ascertain whether the parents were knowledgeable about the Rooms of Fifteen program. The response of 110 R/15 randomly selected parents

TABLE 14

READING ATTITUDE
(HOW MUCH YOU LIKE)

STATISTICAL COMPARISON OF PRE- AND POST SCORES FOR R/15 AND CONTROL GROUP
1973-1974

Group 1 = R/15
Group 2 = Control

	Contents		Number Students	Pretest MEAN	t Value	Number Students	Post-Test MEAN	t Value
1.	Playing games or sports at school.	Group 1	485	6.1093	0.34 NS	703	6.1138	- 0.38 NS
		Group 2	416	6.0673		316	6.1614	
2.	Being in a school that has a library.	Group 1	484	5.8306	-0.60 NS	703	5.7980	- 1.94 NS
		Group 2	414	5.9034		316	6.0443	
3.	Learning how to read and write well.	Group 1	480	6.3875	0.33 NS	703	6.5477	2.01 NS
		Group 2	416	6.3558		316	6.2247	
4.	Learning about people and places.	Group 1	480	5.7500	-0.76 NS	703	5.8819	- 0.78 NS
		Group 2	417	5.8417		316	5.9747	
5.	Learning about arithmetic or mathematics.	Group 1	482	6.0296	1.17 NS	703	6.1081	2.88 S*
		Group 2	415	5.8843		316	5.7532	
6.	Being where there are many others my own age.	Group 1	482	5.9668	0.51 NS	703	5.9246	- 0.49 NS
		Group 2	413	5.9031		316	5.9873	
7.	Reading books and magazines.	Group 1	482	5.7780	-0.63 NS	702	5.6496	1.61 NS
		Group 2	415	5.8602		316	5.4272	
8.	Writing about things.	Group 1	483	5.5797	0.89 NS	702	5.5997	0.79 NS
		Group 2	414	5.4589		316	5.4905	
9.	Listening to someone read a story.	Group 1	483	5.9234	2.90 S*	702	5.6994	1.91 NS
		Group 2	415	5.5373		316	5.4304	
10.	Reading a story to someone.	Group 1	479	5.8225	2.48 S*	702	5.7678	1.47 NS
		Group 2	413	5.4770		316	5.5601	
	AVERAGE	Group 1	485	5.9133	1.33 NS	703	5.9093	1.60 NS
		Group 2	418	5.8257		316	5.8053	

S = Significant NS = Not Significant
* $p < .05$

TABLE 15

SELF-CONCEPT INVENTORY
COMPARISON FOR R/15 AND CONTROL GROUP
PRE- AND POST-TEST SCORES
FALL, 1973 - SPRING, 1974

R/15 Pretest Mean	Control Group Pretest Mean	T Value	R/15 Post-Test Mean	Control Group Post-Test Mean	T Value
N = 434	N = 392		N = 719	N = 314	
		0.95 NS			1.03 NS
3.6	3.6		3.6	3.6	

** $p < .05$

TABLE 16

SELF-CONCEPT INVENTORY
COMPARISON PRE-POST-TEST SCORES R/15 AND CONTROL GROUP
FALL, 1973 - SPRING, 1974

Group	Pretest Mean	Post-Test Mean	Pre-Post T Value
R/15	N = 434	N = 719	.24 NS
	3.64	3.65	
Control	N = 392	N = 314	.17 NS
	3.61	3.61	

NS - not significant at $p < .01$ or $p < .05$ level

TABLE 17
SELF-CONCEPT
(WOULD YOU?)

Statistical Comparison of
Pre- and Post Scores for R/15 and Control Group

Group 1 = R/15
Group 2 = Control

Content		Number Students	Pretest Mean	t Value	Number Students	Post-Test Mean	t Value
1. How often do you feel free to say what you really think?	Group 1 Group 2	432 389	3.0833 3.0411	0.46 NS	715 314	3.2699 3.1656	1.20 NS
2. How often do you try to make things turn out the way you want?	Group 1 Group 2	429 392	3.2675 3.2500	0.18 NS	714 314	3.2843 3.2899	0.06 NS
3. How often are you a leader when friends are around?	Group 1 Group 2	426 389	3.0235 2.9203	1.1 NS	716 314	3.0615 3.1401	0.68 NS
4. How often do you feel left out of things?	Group 1 Group 2	427 392	2.8782 2.6531	2.32 S*	716 314	2.7891 2.6688	1.32 NS
5. How often do you think that good grades are important to you?	Group 1 Group 2	430 391	4.3860 4.4118	0.36 NS	717 314	4.4812 4.4777	0.05 NS
6. How often do you think the teacher likes to teach you?	Group 1 Group 2	434 390	4.3848 4.1974	2.42 S*	717 314	4.3305 4.1720	2.07 *
7. How often do you feel smart enough to work hard problems?	Group 1 Group 2	433 391	3.6651 3.6726	0.09 NS	716 314	3.6802 3.5701	1.38 NS
8. How often do you learn from your mistakes and try not to do them again?	Group 1 Group 2	431 390	3.4733 3.8026	-3.65 S*	715 314	3.8070 3.7261	0.96 NS
9. How often, when you are home, do you and your parents talk about your school work?	Group 1 Group 2	428 387	3.7056 3.4858	2.24 S*	716 314	3.6634 3.5573	1.18 NS
10. How often do you read books or magazines, other than for school work?	Group 1 Group 2	429 388	3.2424 3.2062	0.38 NS	716 314	3.6634 3.5573	0.56 NS
11. How often do you feel like coming to school in the morning?	Group 1 Group 2	426 391	3.6432 3.4629	1.65 NS	714 314	3.3585 3.1815	1.63 NS
12. How often do you make up your own mind instead of listening to other kids?	Group 1 Group 2	430 392	3.5721 3.8056	- 2.45 S*	715 314	3.7021 3.6656	0.39 NS
13. How often do you stick to a hard job until you finish it?	Group 1 Group 2	427 390	3.8759 3.9026	- 0.31 NS	715 314	3.9302 3.9745	0.55 NS
14. How often do you feel happy to be who you are?	Group 1 Group 2	431 388	4.1972 4.1804	0.20 NS	717 314	4.1883 4.1975	0.11 NS
15. How often do you work hard even if the reward or payoff isn't soon?	Group 1 Group 2	433 390	3.9353 3.7641	2.05 S*	717 314	3.7392 3.8025	0.75 NS
16. How often do you like to decide things for yourself?	Group 1 Group 2	430 389	4.0349 4.0745	- 0.50 NS	717 313	4.1423 4.2288	- 1.15 NS
AVERAGE	Group 1 Group 2	434 392	3.6474 3.6124	0.95 NS	719 314	3.6547 3.6192	1.03 NS

S = Significant
NS = Not Significant
* $p < .05$

1. A t test is a technique used to determine whether there is a statistically significant difference between the MEANS of two sample groups.
2. $p < .05$ level designates that there is a 5% or less probability that the difference is due to chance.

TABLE 18

SUMMARY OF ROOMS OF FIFTEEN PARENTS' SURVEY RESULTS

N = 94
Possible N = 110

Items		% Response	% No Response
1.	Statement that tells best what happens in R/15 class.		
	a. Reading, language, and arithmetic are taught.	82	2
	b. Reading and arithmetic are taught.	16	
2.	How students are usually placed in R/15 class.		
	a. By superintendent.	2	
	b. By principal and teacher.	80	
	c. By teacher	18	
3.	Changes noticed in child in R/15 program.		2
	a. Doesn't want to get up for school.	3	
	b. Has become a discipline problem.	1	
	c. Likes school much better.	80	
	d. Does not want to miss school.	14	
4.	How child has been helped most in R/15 class.		
	a. Working on individual learning level.	57	
	b. Working in large groups.	2	
	c. Working on skills child knows.	9	
	d. Working in small groups.	32	
5.	Time teacher usually gives child in school work.		
	a. All the help needed.	49	
	b. Most of help needed.	37	
	c. Some of help needed.	12	
	d. Very little help.	2	
6.	Conferences with staff satisfactory.		
	a. Always satisfactory.	64	
	b. Usually satisfactory.	22	
	c. Seldom satisfactory.	2	
	d. No opinion	7	5
	Had Conferences: 77% No Conferences: 23%		
7.	Open and free atmosphere for parent visitation.		
	a. Always.	86	1
	b. Usually.	10	
	c. Seldom.	1	
	d. Uncertain.	2	
8.	Teacher presents well prepared lessons.		
	a. Always.	65	
	b. Usually.	25	
	c. Seldom.	1	
	d. Never.	1	
	e. Uncertain.	6	2
9.	Parent kept informed of child's progress.		
	a. Well informed.	57	
	b. Usually informed.	32	
	c. Informed occasionally.	4	
	d. Only when there are problems.	6	1
10.	Kept well informed about R/15 program.		
	a. All about the program I want to know.	43	
	b. Satisfied with amount of information.	43	
	c. Hear only about unusual things about program.	9	
	d. Have not received any information.	4	1

participating in the survey indicated that 88% possessed adequate knowledge about the Rooms of Fifteen program. The parents possessed knowledge about: (1) how students were assigned to Rooms of Fifteen classes; (2) what basic skills were taught; (3) how the instructional program was organized.

R/15 Principals' Interim Progress Survey. A survey inventory was sent to all R/15 principals near the end of the first semester to find out (1) how they felt about the organizational and instructional structure of the program, (2) what suggested recommendations they had for improving the program, and (3) what other alternative program(s) to the R/15 could be implemented.

The 9-item questionnaire administered to 24 R/15 principals contained open-ended as well as forced choice type items. The results presented in Table 19 indicated that principals were knowledgeable about the organization and operation of the entire instructional program. They were aware and had observed various instructional techniques being implemented in classroom(s) which would aid in achieving the program's primary objective. Ninety-four percent of the principals agreed that no alternative program could be offered in lieu of the R/15. However, 6% indicated that a similar program might be found - one with a pupil-teacher ratio of 15/1 and structured to meet students' basic needs.

Fifty-five percent of principals' greatest concern was that there was need for more R/15 classes. In their opinion, R/15 program operated in the past appeared adequate in meeting the needs of those who participated.

Observations and Informal Interviews. During the 1973-74 school year visits were made to the 54 R/15 sites to gather factual information through observation and informal interviews relative to (1) teaching methods, (2) parental involvement, (3) learning modalities, (4) teaching-learning activities, (5) various media, and (6) the kind of reinforcement used to help motivate students to learn. The results are summarized in Table 20.

Of the teaching methods observed, 59% were informal and 41% were formal. Eighty-three percent of the incidences of parental involvement were by telephone, while the lowest, 37%, were through letters.

Visual modality was used by all (100%) of the classes, while kinesthetic was used by 48%. Small group instruction was used by 67%, and 13% used traditional methods. Eighty percent of the teaching activities were teacher-directed, 13% were student-directed, and 7% were "other". The most frequently used instructional medium was the Listening Center (37%); the least used media was newspapers and paints, each 4%. Reinforcement to motivate the students to work was observed to be used "much" by 56%, and "very little" by 22%.

In summary, these two techniques provided the evaluator with first hand data which could be used to compare the congruence of data obtained through other methods.

SPECIAL COMPONENTS

Three special components (Psychological Services, +4 Reading Program, Toy/Game Center) of the R/15 program were evaluated. A description and the evaluation of each component follows.

TABLE 19

N = 20
Possible N = 24

SUMMARY OF R/15 PRINCIPALS INTERIM PROGRESS SURVEY: PERCENTAGES AND AVERAGES
1973-74

Item	Content	Number Response	Percentage Response
1.	Procedure used in assigning students to R/15 class.		
	- Principal-teacher judgment plus test results	9	45
	- According to guidelines	10	50
	- District office	1	5
2.	Alternative program to R/15.		
	- None	17	94
	- Any program with 15/1 pupil-teacher ratio and meets pupil's basic needs	1	6
3.	Individualized innovative techniques of teaching observed by principal in R/15 classroom(s).		
	- Pupil-pupil tutors	2	13
	- Use of unique learning packets	2	13
	- Use of teacher-made games, gimmicks, in addition to a wide variety of materials presented in many ways	11	68
	- Behavior modification approach to teaching-learning activities	1	6

4. I have observed many individualized innovative teaching techniques being used this semester by the R/15 teacher(s) in improving the basic skills of students.

5	4	3	2	1
strongly agree	somewhat agree	undecided	somewhat disagree	strongly disagree

Average 4.0

5. It appears that the R/15 program is very effective in helping students develop a more positive attitude toward attending school as observed by the students' daily attendance record.

5	4	3	2	1
strongly agree	somewhat agree	undecided	somewhat disagree	strongly disagree

Average 4.6

6. Overall, the Rooms of Fifteen appear to be an effective program in my school this year as viewed by observation and classroom visitations, etc.

5	4	3	2	1
strongly agree	somewhat agree	undecided	somewhat disagree	strongly disagree

Average 4.7

7. The objectives formulated by the R/15 class(es) appear to be very helpful in guiding us toward the attainment of the major purpose of the R/15 program.

5	4	3	2	1
strongly agree	somewhat agree	undecided	somewhat disagree	strongly disagree

Average 4.5

8. Persistent R/15 problems and suggested solution(s).

Problem	Solution	Number Response	Percentage Response
- Classroom too small.	None presently.	1	5
- More pupils need R/15 help.	Increase budget.	11	55
- Program hampered by frequent teacher-absences.	Closer check on teacher-absences.	1	5
- Often pupils with behavior problems are placed in R/15 program.	Do not accept behavior problems. (Pupils transferred due to poor behavior).	1	5
- Reassigning R/15 pupils to regular elementary before they are ready.	Give more time in R/15 when necessary.	1	5
- Present guidelines puts too much emphasis on pupils' IQ opposed to teacher-principal's judgment.	Change emphasis on IQ - allow more teacher-principal's judgment.	5	25

9. Comments and/or concerns about R/15 program.

Comments/ Concerns	Number Response	Percentage Response
- Federal government may not see fit to continue to fund R/15 program and program will be discontinued.	10	50
- Not enough R/15 classes to help many pupils who need additional assistance in the basic skills.	8	40
- Students cannot be reassigned to a R/15 class even if he needs the kind of assistance provided by the R/15 program.	1	5
- Incompetent teachers in R/15 program.	1	5

TABLE 20

SUMMARY OF R/15 OBSERVATIONS AND INFORMAL INTERVIEWS
1973-1974

N = 54
Possible N = 54

		Number of Responses or Activities	Percent*
Teaching method:	Formal	32	59
	Informal	22	41
Parental involvement:	Letters	20	37
	Meetings	40	74
	School visits	35	67
	Phone calls	45	83
Teacher working with:	Individual student	11	20
	Small group	38	70
	Whole group	15	28
Modality:	Visual	54	100
	Auditory	40	74
	Kinesthetic	26	48
	Tactile	35	65
Method:	Traditional	7	13
	Tutorial (T/S)	28	52
	Tutorial (S/S)	14	30
	Open classroom	22	41
	Small group	36	67
Activities seem:	Planned	40	74
	Non-planned	10	19
	Other	4	7
	Student directed	7	13
	Teacher directed	43	80
	Other	4	7
Media (list):	Listening Center	20	37
	Group reading	15	28
	Radio	7	13
	Kits	18	33
	Tape recorder	3	6
	Filmstrips	10	19
	Newspaper	2	4
	Record player	8	15
	Dukane	6	11
	Overhead projector	9	17
	Abacus	3	6
	Paint & brushes	2	4
Student work displayed in room:	Much	4	7
	Some	8	15
	Very little	10	19
	None	4	7
Uses reinforcement:	Much	30	56
	Some	20	37
	Very little	12	22
	None	2	4
Using inservice:	Yes	8	15
	No	15	28
Student keeps own progress record	Yes	27	50
	No	3	6
Teacher keeps record of students' progress	Yes	54	100
	No	0	-

* Percentages will differ due to nature of responses in numbers

Psychological Services. The primary focus of the services of the psychologist during the year was in the areas of: (1) psychological testing of students, (2) conferring with students, teachers, principals, social workers, nurses, and other administrators, (3) initiating a special after-school basketball project, (4) administering the Barclay Classroom Climate Inventory to two classes as a pilot project, and (5) replicating for the third year the Draw-A-Person Research Study. The psychologist spent 3 days per week assisting eight teachers, one principal at the Cook Branch School, as well as the staff of the following schools: Clark Branch #2, Hamilton Branch #2, Euclid Branch #1, 1 - R/15 Stevens School, and 1 - R/15 Jackson School, six schools in all.

Thirty-nine students were referred to the psychologist for psychological evaluation. Referrals and evaluations resulted in conferences with 39 teachers, 6 principals, and 27 parents. In addition, 26 follow-up conferences were conducted to get to the root of the student's problem(s), determine the most effective way(s) to resolve conflict, make home suggestions for parents to help students, and plan future school placement.

Students were referred for reasons such as, hyperactive behavior or condition, disruptive behavior, attention seeker, feels persecuted by peers and parents desirous of help. These conferences were scheduled at the particular child's school at a time most convenient for the teacher.

The psychologist experimented with the Barclay Classroom Climate Inventory (BCCI) in two elementary classrooms at Cook Branch. The inventory was supposed to be used to help develop social and effective approaches to learning based on multiple needs assessment. The inventory was designed to help students understand their own skills, interests, and how these interests can help them in school. The data results were analyzed by the two teachers in the experiment, the principal, and the psychologist. They concluded that BCCI was not a suitable instrument to be used in the R/15 and that teacher judgment and observation appeared to be as valid. The low teacher ratio accounted for this conclusion.

Inasmuch as the results appeared unsatisfactory, the team (teachers, principal, psychologist) recommended that the experiment not be replicated in the R/15 but recommended that it could be tried with a larger group.

Basketball after school was another project initiated by the psychologist at Clark Branch #2, to help promote meaningful social interaction among the students. This project involved approximately 50 students with 20 or more parents and one coach working as volunteers. The program was successful enough that the psychologist and adult volunteers recommended the program be expanded to other self-contained R/15 buildings.

Draw-A-Person Research Study appeared in two classrooms of thirty primary students at Cook Branch. A pretest was administered in September, 1973, and post-test in May, 1974. The purpose of this study was to measure development of concept formation and relationships of form as shown through the student's drawings. The hypothesis was that R/15 curriculum greatly increased a young child's perception of relationships because of the instructional facilities furnished the child, including multiple experiences.

The 1973-74 post-test results showed no clear student indication of positive growth in the development of concept formation and relationships of forms as was shown through their drawings. The results indicated the greatest growth was during 1972-73 school year and the least amount of growth during 1973-74. Results of the three-year study are summarized in Table 21.

TABLE 21

RESULTS OF POSITIVE AND NEGATIVE GAIN
OF DRAW-A-PERSON OVER LAST THREE YEARS

Year	Number Beginning of Year	Number End of Year	Number Students Who Gained	Number Students Who Lost	Number Students Showed No Difference
1971-1972	22	22	14	8	0
1972-1973	30	16	11	5	0
1973-1974	30	19	10	8	1

Based on the data contained in this report as well as observations and conferences with many participants, it is recommended that psychological services be continued and that validity of the Draw-A-Person instrument be investigated.

+4 Reading Booster Program. The +4 Reading Booster Program was initiated by the McGraw-Hill Company through the Division of Evaluation during the 1972-73 school year. This second year program operated in 24 classrooms throughout 4 Title I city districts. The program's primary purpose was aimed toward corrective reading instruction designed to bring minus-fourth grade readers up to a plus four reading level. This multi-media program equipped students with necessary skills in word perception, sound-symbol relationships, and comprehension skills needed in learning to read. The program also provided for a systematic analysis of students' reading disabilities as well as a chart to record his progress. Students were assigned in a group of 20 or less and received instruction 5 days a week until the program was completed. Completion varied with the child's age, learning rate, and extent of educational deprivation. The program was designed so components were systematically color-and-number coded to make it easy for paraprofessionals to conduct the program. Approximately 500 students were served by this program.

Inasmuch as the complete report of the results from the initial year's evaluation were not available, the investigator developed an opinionnaire to assess the value of the +4 supplementary reading program. The results of this opinionnaire are summarized in Table 22.

An analysis of the responses of 14 R/15 teachers out of a possible 24 indicated by a 4.4 average on a 5-point scale (5 being the highest, and one being lowest) that they agreed that the +4 Reading Booster program would be effective in bringing the minus-fourth grade reader up to a plus four reader - the primary objective of the program. The teachers also felt the program could become a valuable part of the curriculum and should be monitored by an experienced teacher.

TABLE 22

SUMMARY OF RESPONSES
+4 TEACHER OPINIONNAIRE
1973-1974

N = 14 Possible N = 24

Item Number	Statement	Average*
1.	The +4 Reading Booster supplementary program is structured to bring the minus-fourth grader up to his appropriate level of basic reading skills in relatively a short period of time.	4.4
2.	The +4 "booster" program can profitably become a standard part of the elementary school curriculum for the minus middle grade reader.	4.4
3.	The +4 reading program is so tightly structured that an inexperienced teacher or a competent teacher aide can carry on the program successfully with a group of 20 or less.	3.4
4.	Most of my students were successful in using the materials independently after a moderate (2-3 times) amount of assistance from me.	4.4
5.	According to your experience in using the +4 materials rank each piece of material in light of its (material) effectiveness in meeting students' needs. Number 1, highest; 2, next highest, and so on.	

Rank Distribution of Materials

		** CATEGORIES											
Item Number	Description of Materials	1	2	3	4	5	6	7	8	NR	No. Res.	% Res.	% NR
1.	The Code Books	7	3	2			1		1		14	100	-
2.	The Teaching Cassettes	4	3	4	1					2	12	87	13
3.	Sight Word Cards	2	1	1	2		1	1	3	3	11	79	21
4.	Dr. Spello Workbook	1	5	2	1	2	1			2	12	87	13
5.	Word Ending Wheels		1		5	2	2			4	10	71	29
6.	Word Blending Wheels			3	1	5	1			4	10	71	29
7.	Prefix Wheels					1	3	4	1	5	9	64	36
8.	Suffix Wheels						1	4	4	5	9	64	36

* One being lowest, five being highest

** Number under each category indicates the number of teachers and how they (teachers) ranked the materials.

The survey results appeared to indicate a positive assessment of the worth of the program and this writer recommends the program be continued and expanded.

Toy/Game Center: Hamilton Branch #2 R/15 School. This was the second year for the operation of the Toy/Game Center at Hamilton Branch #2, R/15 School during the 1973-74 school year. The purpose of this second year program remained the same as the initial year: (1) To lend toys and games to those students who may not have them; (2) To encourage constructive game playing at home for family fun; (3) To reinforce school activities by indirectly reviewing basic concepts by strengthening perceptual, visual, and motor skills in an enjoyable way; and, (4) To remphasize responsibility and sportsmanship.

One hundred sixteen persons participated in the Toy/Game Program. This group was composed of 40 primary students, 64 middle grade students, 8 classroom teachers, 1 principal, and 3 volunteers.

A 10-item questionnaire was developed to gather data necessary to evaluate the effectiveness of the program. Questions were constructed to elicit a description of the student's feeling and thinking mode called for in responding to the 10 types of questions, and, to elicit a "Yes" or "No" response following questions such as "Do you like school?". The questionnaire items contained in the classification were:

1. Judgment
2. Recall
3. Decision
4. Evaluation
5. Assistance
6. Enjoyment
7. Socialization
8. Sharing
9. Understanding
10. Cooperation

The terms as defined for this report are found in Table 23.

The questionnaire was administered by the classroom teacher to the entire school population on a post-test basis at the end of the school year. The results are summarized in Tables 24 and 25.

In conclusion, the program appeared to be successful based on the data summarized and reported. As the result of written data contained in this report, observation, informal interviews with both staff and many students, the following recommendations appear appropriate: (1) The Toy/Game Center should be continued at Hamilton Branch #2; and (2) The Toy/Game Center should be extended to other R/15 sites.

CONCLUSIONS AND RECOMMENDATIONS

The R/15 staff adopted the three city-wide objectives from 1972-73 school year and worked toward the attainment of these objectives during 1973-74 school year.

The first objective that R/15 students will attain an average attendance rate of 94% during 1973-74 school year as indicated by the attendance report was missed by two percentage points. The actual attendance rate was 92%.

The second objective that all the R/15 students will achieve an average gain of 10 months in the basic skills as measured by the Iowa Tests of Basic Skills composite score by the end of 1973-74 school year was [redacted] not met. in grades 4 and 5.

TABLE 23

TOY/GAME

TERMS DEFINED

JUDGMENT - Drawing conclusions about worth of center.

RECALL - This item required the students to demonstrate comprehension by remembering things that had previously happened relative to the center during the year.

EVALUATION - The evaluation item deals with activities of value in that the skills acquired from playing with various games and toys might be transferred to areas of classwork skills.

DECISION - Students makes own selection of game or toy based on his/her interest.

ASSISTANCE - Gives instruction or help to younger sisters or brothers at home in playing games or toys.

ENJOYMENT - Pleasure derived from playing the games and toys to take home.

SOCIALIZATION - Playing with toys and games with other students.

SHARING - Permitting others to play with toys or games.

UNDERSTANDING - Does not complain about not being able to get favorite toy or game at all times.

COOPERATION - Willing to help when needed.

CONGRUENCE - As used here refers to the correlation of responses to the questionnaire items between the primary and the middle grade students - to ascertain if there is a significant difference in response.

TABLE 24
ROOMS OF FIFTEEN
FREQUENCIES AND PERCENTAGES OF TEN QUESTION TYPES IN PRIMARY AND MIDDLE GRADES
TOY/GAME OPINIONNAIRE

Primary = 40
Middle = 64
Total = 104

Grade	Judgment		Recall		Evaluation		Decision		Assistance		Enjoyment		Socialization		Sharing		Under-standing		Cooperation		Total	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
PRIMARY Yes	39	97.5	14	35.0	17	42.5	40	100.0	30	75.0	39	97.5	36	90.0	36	90.0	17	42.5	31	77.5	299	74.8
No	1	2.5	26	65.0	23	57.5	0	0.0	9	22.5	1	2.5	4	10.0	4	10.0	23	57.5	9	22.5	100	25.0
N.R.	-	-	-	-	-	-	-	-	1	2.5	-	-	-	-	-	-	-	-	-	-	1	0.2
MIDDLE Yes	64	100.0	36	56.2	32	50.0	61	95.3	34	53.1	62	96.9	60	93.8	55	85.9	13	20.3	57	89.0	474	74.1
No	0	0.0	28	43.8	32	50.0	3	4.7	29	45.3	2	3.1	4	6.2	9	14.1	51	79.7	6	9.4	164	25.6
N.R.	-	-	-	-	-	-	-	-	1	1.6	-	-	-	-	-	-	-	-	1	1.6	2	0.3
Primary + Middle YES	103	99.0	50	48.1	49	47.1	101	97.1	64	61.6	101	97.1	96	92.3	91	87.5	30	28.8	88	84.6	773	74.3
Primary + Middle NO	1	1.0	54	51.9	55	52.9	3	2.9	38	36.5	3	2.9	8	7.7	13	12.5	74	71.2	15	14.4	264	25.4
Primary + Middle N.R.	-	-	-	-	-	-	-	-	2	1.9	-	-	-	-	-	-	-	-	1	1.0	3	0.3

TABLE 25
ROOMS OF FIFTEEN
FREQUENCIES AND PERCENTAGES OF QUESTION - RESPONSE CONGRUENCE IN PRIMARY AND MIDDLE GRADE STUDENTS
TOY/GAME OPINIONNAIRE

Primary N = 40
Middle N = 64
Possible Total N = 104

	Primary Yes		Middle Yes		Primary No		Middle No		Primary N.R.		Middle N.R.		Total Primary & Middle Yes		Total Primary & Middle No		Total Primary & Middle No Response	
Question	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1.	39	97.5	64	100.0	1	2.5	0	0	-	-	-	-	103	99.1	1	1.0	0	0
2.	14	35.0	36	56.3	26	65.0	28	43.8	-	-	-	-	50	48.1	54	52.0	-	-
3.	17	42.5	32	50.0	23	57.5	32	50.0	-	-	-	-	49	47.1	55	52.9	-	-
4.	40	100.0	61	95.3	0	0	3	4.7	-	-	-	-	101	97.1	3	2.9	-	-
5.	30	75.0	34	53.1	9	22.5	29	45.3	1	0.2	1	1.6	64	61.5	38	36.5	2	1.9
6.	39	97.5	62	96.7	1	2.5	2	3.1	-	-	-	-	101	97.1	3	2.9	-	-
7.	36	90.0	60	93.8	4	10.0	4	6.3	-	-	-	-	96	92.3	8	7.7	-	-
8.	36	90.0	55	85.9	4	10.0	9	14.1	-	-	-	-	91	87.5	13	12.5	-	-
9.	17	42.5	13	20.3	23	57.5	51	79.7	-	-	-	-	30	28.8	74	71.2	-	-
10.	31	77.5	57	89.1	9	22.5	6	9.4	0	0	1	1.6	88	84.6	15	14.4	1	0.9
TOTAL	299	74.8	474	74.1	100	25.0	164	25.6	1	0.2	2	0.3	773	74.3	264	25.4	3	0.3

Responses - Overall - Primary & Middle - 99.7%
No Responses - " " " - 0.3%

The third objective that each R/15 teacher will hold at least two parent conferences for each student enrolled in his class during the 1973-74 school year was met. There was an average of two or more parent conferences as indicated by the data collected through the questionnaires. These conferences appeared beneficial in that they brought about a closer relationship between parent and school working as a team to meet the students' needs. This kind of interaction should be encouraged by all schools.

Finally, the coordinated leadership and assistance of both the Title I Supervisor, Curriculum Specialists, principals, and teachers provided on-going continuity throughout the program. This assistance afforded valuable, direct, and immediate feedback of evaluation information that aided in implementing the program.

Based on data contained in this report as well as many ideas, written and verbal suggestions offered by the R/15 staff, the writer recommends that:

1. The R/15 program be maintained in the present set-up.

2. The R/15 classroom should at all times be staffed with teachers who have had experience in remediation techniques. Teachers without remediation experience should be given inservice training in order to become more proficient in working with R/15 students.

3. R/15 teachers should continue using as many innovative teaching-learning techniques as possible.

4. New R/15 teachers should be made more aware of the rationale of evaluation by someone from the Division of Evaluation.

5. The duties of the R/15 staff as related to implementing the entire program should be stated in writing; and closer monitoring of the program by the Title I Curriculum Specialists.

6. An evaluator from the Division of Evaluation should visit each R/15 site at least one time during the school year.

7. The R/15 staff should receive feedback relative to evaluation data they have been asked to respond to.

8. Replication of the Former R/15 students' trend of achievement gain should be continued for at least three years.

9. Replication of Reading Attitude and Self-Concept Inventory using a different instrument should be made during the 1974-75 school year.

10. Replication of R/15 students' attendance report should be continued during the 1974-75 school year to determine the R/15 students' mobility trend.

11. *R/15 teachers should continue two-way communication between parents and school to keep all concerned parties informed of home and school conditions relative to the students.*

12. *R/15 staff should continue to involve parents in as many school activities as possible. Parents need to be more aware of what the schools are doing in terms of meeting the students' individual needs.*

SUMMARY

The Reading Is Fundamental (RIF) Program was initiated in the St. Louis Public School System during the 1971-72 school year. The program first operated in eight Rooms of Fifteen buildings. The program was expanded to 23 schools in 1972-73. The past 1973-74 school year, 67 classes in 4 large elementary schools were served with a total of approximately 1,003 students in the primary grades and 1,185 students in the middle grades. The purpose of the RIF program was to stimulate the students' desire to read more by providing the student participants with 3 free paperback books of his own selection. Each participant was permitted to take his books home at the end of the program.

The RIF program continued to be staffed and operated by volunteers. These persons served as storytellers who read and discussed stories with the students to help stimulate a greater desire for reading. Approximately 6,564 books were distributed to the participants.

Evaluation was an on-going process during the duration of the RIF program the past school year, 1973-74. All four sites were visited at least one time. Observation, informal interviews, and opinionnaires were employed to collect data to determine if the program's goal had been met.

The views expressed, verbally, by a random sample of 35 plus teachers and a random sample of approximately 150 students in both the primary and middle grades indicated that the program was successful. A comparison of teachers' overall responses on the opinionnaire appeared to indicate that they agreed that the RIF program was worthwhile and met its primary goal. In general the pupils' responses relative to goals of the program appeared to be compatible with the teachers.

Lastly, it appeared that the remaining techniques such as observation, verbal communication, etc. supported the conclusion that the RIF program's goal was met.

Based on data contained in this report the writer recommends that:

1. The RIF program should be continued.

2. The RIF program should be expanded, if possible.

3. School staffs should put forth greater effort to encourage more parent volunteers as well as community volunteers.

4. RIF student participants should be encouraged to continue reading as many books as possible after the formal RIF program has ended.

5. RIF student participants should be encouraged to go to the library to read or borrow books to bring home to read as often as possible. More parent participation should be encouraged by the school staff.

DESCRIPTION AND ORGANIZATION

Reading Is Fundamental was initiated in the St. Louis Public School System in eight Rooms of Fifteen buildings in 1971. The basic goal of this volunteer program was to stimulate the student's desire to read more by giving him/her five paperback books of his/her own selections and the student took the books home at the end of the program. The RIF program was expanded to 23 schools during the 1972-73 school year. In the first two years of the program approximately 1,500 students in 106 classrooms were served. A total of approximately 8,000 books were distributed. The past 1973-74 school year, four large elementary schools were served. The population served was composed of 67 classrooms with approximately 2,188 students in both primary (1,003) and middle (1,185) grades.

Table 1 lists the total population served in the four elementary schools.

TABLE 1

SCHOOL POPULATION SERVED DURING 1973-74 SCHOOL YEAR

Schools	*No. of Students*	*No. of Teachers*	*No. of Parent Volunteers*	*No. of Community Volunteers*
Hickey	*770*	*22*	*4*	*3*
Cupples	*505*	*18*	*8*	*5*
Lexington	*503*	*18*	*8*	*3*
Benton	*410*	*13*	*6*	*-*
TOTAL	*2,188*	*71*	*26*	*11*

The RIF sites continued to be staffed and operated by volunteers. Of the total number of volunteers who served, 26 were parents and 11 citizens of the community. These persons served as storytellers who read and discussed stories with the students, hopefully, to help stimulate a greater desire for reading. Approximately 6,564 books were distributed to the participants.

EVALUATION AND RESULTS

Evaluation was an on-going process throughout the duration of the program. Numerous techniques such as informal interviews, opinionnaires, and observations were employed to evaluate the effectiveness of the program and to determine if the goal was met.

The results of the teachers' opinionnaire are summarized in Table 2 and graphically represented in Figure 1. An analysis of the data revealed the following:

1. *The highest response was on #15 among the primary teachers. Highest response for middle grade teachers was on items #1, #3, #5, #12 and #14.*

2. *The lowest percentages of "YES" response for middle grade teachers was on #11 which dealt with parents' participation in book distribution in the RIF program. Middle grade teachers responded 18% and primary teachers responded 54%.*

3. *Graphically summarized in Figure 1 are the percentages of "YES" responses.*

The results of the students' opinionnaire are summarized in Table 3 and graphically represented in Figure 2. An analysis of the data revealed the following:

1. *The highest percentage of response was obtained by the primary grade students on item #5 (98% YES). This item dealt with the student's feelings about the storyteller.*

2. *The lowest percentage of favorable "YES" responses, 68% by the primary students and 23% by the middle graders related to reading to the family - item #8.*

3. *The highest percentage of "NO" responses, 77% by the middle graders were on item #7.*

4. *Graphically summarized in Figure 2 are the percentages of "YES" responses represented.*

Informal interviews were conducted with a random sample of 35 plus teachers and about 150 primary and middle grade students who expressed verbally that the RIF program was worthwhile. The evaluator visited 4 RIF sites during the school year. Through observation and telephone conversations with parent volunteers as well as community volunteers additional supportive information was collected. At least 20 to 25 volunteers expressed verbally that they felt the program had met its objective and was worthwhile. One community volunteer indicated that 25 students had written letters expressing their feelings about the worth of the program. All the letters received were in favor of continuing the program the next school year.

All techniques discussed in this report were employed to ascertain if the primary goal of the RIF program was met. Based on the results reported, it appeared to the writer that the primary goal was met. Inasmuch as there was no means of administering a standardized test to determine if the RIF experience had made a difference in student's achievement gain, the data were analyzed and summarized from the techniques employed to gather information regarding the primary goal of the program. Therefore, based on these data, it was concluded that the primary goal of the program was met.

CONCLUSIONS AND RECOMMENDATIONS

In summary, it appeared that the RIF program stimulated an interest in reading on the part of the participating students. The teachers appeared to share the students' view of the program's worth.

Based on the data presented, the following recommendations appeared to be in order:

1. *The RIF program should be continued.*
2. *The RIF program should be expanded, if possible.*
3. *School staffs should put forth greater effort to encourage more parent volunteers as well as community volunteers.*
4. *RIF student participants should be encouraged to continue reading as many books as possible after the formal RIF program has ended.*
5. *RIF student participants should be encouraged to go to the library to read or borrow books to bring home to read - as often as possible.*
6. *More parent participation should be encouraged by the staff.*

TABLE 2

STATISTICAL SUMMARY
PRIMARY & MIDDLE GRADE TEACHERS
READING IS FUNDAMENTAL OPINIONNAIRE

Primary	Middle
N = 28	N = 34
Possible N = 28	Possible N = 43

Item	Content	% YES		% NO		% N.R.	
		P	M	P	M	P	M
1.	RIF program seemed to motivate children to read more books.	89	94	7	3	4	3
2.	Volunteers handled book distribution and display in a very efficient manner.	82	88	7	9	11	3
3.	Storyteller assigned was very capable.	86	94	7	3	7	3
4.	Selections of stories were well chosen.	89	88	4	6	7	6
5.	Storyteller had a wide selection of books on interest and reading level of most students.	86	94	7	3	7	3
6.	Students looked forward to having storyteller come.	86	83	4	6	10	11
7.	Students were pleased to select books.	90	91	-	3	10	6
8.	Each student selected 3 books to take home and keep.						
9.	Students seemed excited about owning books.	86	76	4	6	10	18
10.	It appears that students are more interested in reading as a result of the RIF program.	79	82	7	6	14	12
11.	Parents helped in the RIF book distribution.	54	18	25	70	21	12
12.	Would welcome the RIF program again.	89	94	-	-	11	6
13.	Facets of the program could be altered.	29	29	43	39	28	32
14.	Students got books they liked most of the time.	75	94	21	3	4	3
15.	Students took an active part in the story with storyteller.	92	80	4	12	4	8
16.	It appears the RIF program has stimulated students' interest in reading.	72	74	14	18	14	8

TABLE 3

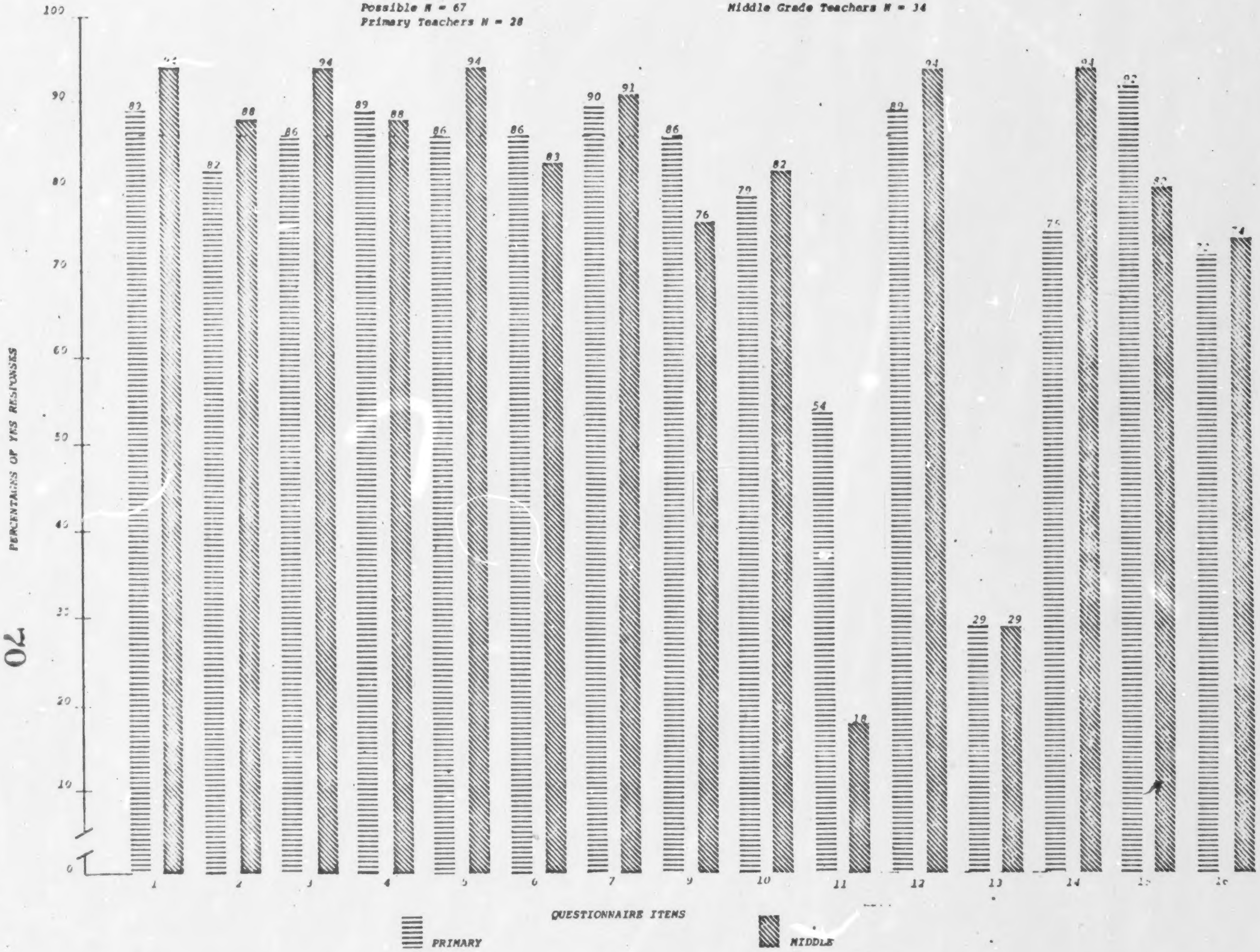
STATISTICAL SUMMARY
PRIMARY & MIDDLE GRADE STUDENTS
READING IS FUNDAMENTAL OPINIONNAIRE

Primary	Middle
N = 770	N = 931
Possible N = 906	Possible N = 1,282

Item	Content	% YES		% NO		% N.R.	
		P	M	P	M	P	M
1.	Liked the books the storyteller brought to school.	96	96	2	4	2	-
2.	Found many books I could read.	86	93	14	6	-	1
3.	Enjoyed taking part in the stories told by the storyteller.	95	86	4	13	1	1
4.	Think reading is more fun now because of the storyteller.	91	72	8	27	1	1
5.	Would like to have the storyteller come to our class again.	98	95	1	5	1	-
6.	Liked the books I selected to take home.	89	88	3	10	8	2
7.	Have read my books to my family.	68	23	25	77	7	-
8.	Am starting a book library at home.	69	45	25	55	6	-

Figure 1

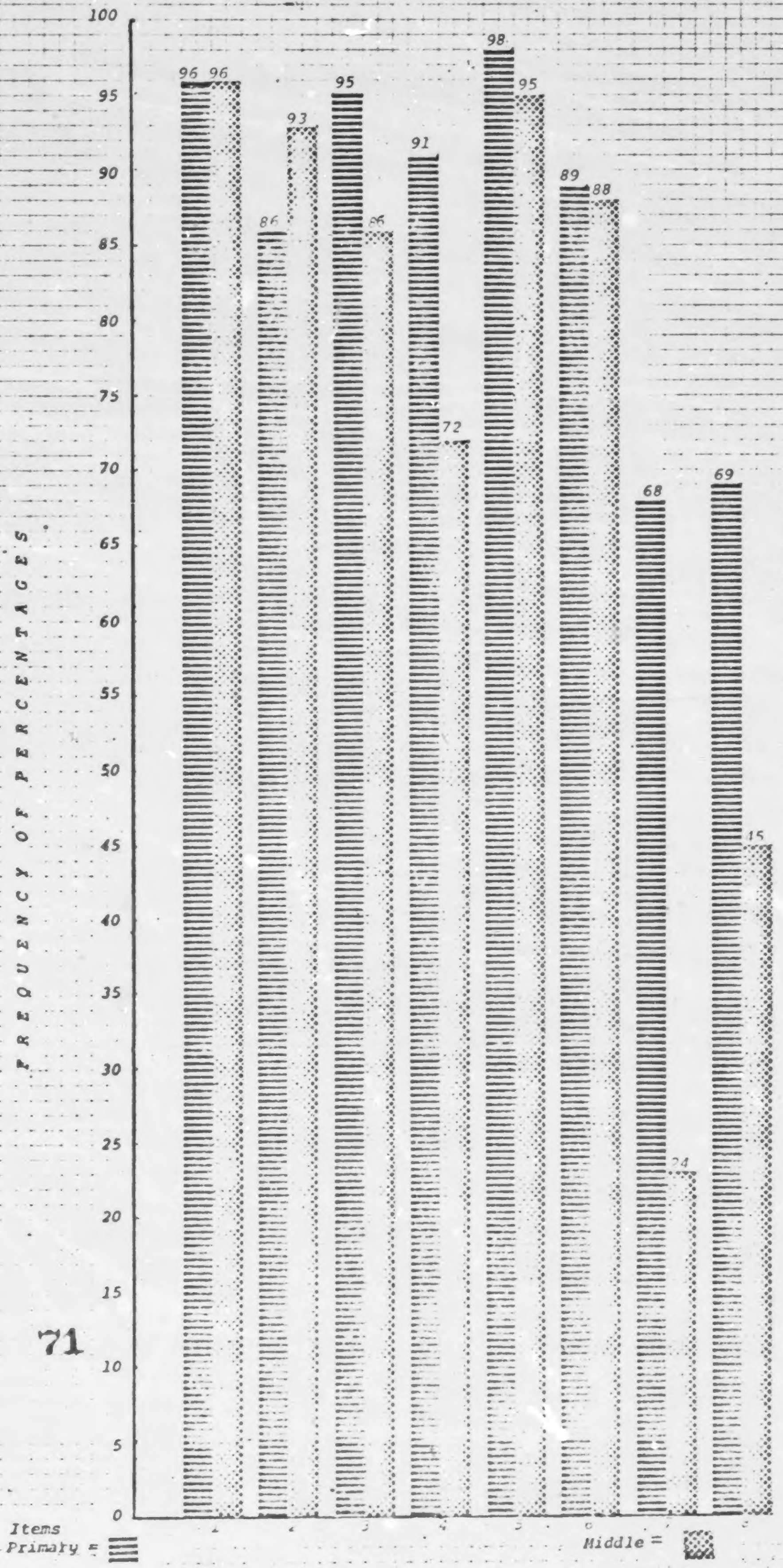
READING IS FUNDAMENTAL PRIMARY AND MIDDLE GRADES
TEACHERS OPINIONNAIRE



DIVISION OF EVALUATION
6/74

Figure 2

Frequency Distribution Plotting of Primary and Middle Grade Students' Responses to the Reading Is Fundamental Opinionnaire



ADDENDUM

There were eight elementary schools served by the RIF Program during the 1973-74 school year. Four of the schools were randomly selected to serve in the study. The data collected from these four schools were used to determine whether the program's objectives were met. However, in order to present an overall perspective of the entire RIF program, information is presented in this addendum which was not included in the results of the reported study (1973-74) for the four randomly selected RIF schools.

1. *Additional schools served by the RIF program during 1973-74 were: Euclid, Williams, Williams Branch #1, and Williams Branch #2.*
2. *Total number of students served in the above four schools (1973-74) was: 1,362.*
3. *Total number of books distributed (1973-74) by the RIF to the students in the above four schools was: 6,810.*
4. *Total number of RIF volunteers who served from 1969-1973 was: 560.*
5. *Total number of schools served by the RIF program from 1969-1973 was: 73 (22 R/15 classrooms).*
6. *Total number of books distributed by the RIF from 1969-1973 was: 125,175.*

McGRAW-HILL PROJECT: CRITERION - REFERENCE TEST

SUMMARY

A pilot project involving the use of criterion - reference tests was conducted by McGraw-Hill in eight randomly selected elementary schools in the St. Louis Schools System during the 1973-74 school year.

A teacher questionnaire and an analysis of pre-post-test data was used to evaluate the project.

The results indicated that the testing program was well received by the teachers although they indicated the information would have been more useful had it been available earlier in the year. The pre-post data analysis, accomplished and summarized by McGraw-Hill, discusses the objectives and percent of mastery of these objectives.

DESCRIPTION

During the 1973-74 school year, a pilot project involving the use of criterion-reference tests was conducted by CTB-McGraw-Hill in eight randomly selected elementary schools in the St. Louis School System. This project was instituted at the request of the State Department Director of Evaluation for the purpose of investigating the effectiveness of this type of test in the Title I schools. The Prescriptive Reading Inventory and Prescriptive Mathematics Inventory developed by McGraw-Hill were selected for use in the project.

Forty teachers in four districts participated in the project. Pre-and post-tests were administered to approximately 1221 RIT and R/15 students in grades 1 through 7. Since the proposal for the project was not finalized until October, 1973, pre-testing was not accomplished until November. Post-tests were administered during May, 1974. This allowed approximately five months for the teachers to utilize the results yielded by the pre-tests.

EVALUATION

The evaluations consisted of a teacher questionnaire concerning the usefulness of this type of test in their teaching situation and an analysis of the pre-post-test data. The latter was accomplished and summarized by McGraw-Hill.

Questionnaire. Thirty-two of the forty teachers responded to the teacher questionnaire. The responses are summarized in Table 1. Of the 32 responding, 22 indicated they had used the PRI only, 1 had used the PMI only, and 9 had used both the PRI and PMI.

As can be seen from Table 1, in all items except those dealing with use of the test results with the students, over 75% of the teachers responded positively. Only one teacher explained why she felt the results could not be used effectively with students: "Most students were frustrated to know how far behind they were even though precaution in preparing them for the results were made". Several other teachers, however, indicated that the tests were administered too late

TABLE I

SUMMARY OF RESULTS OF TEACHER QUESTIONNAIRE FOR CRITERION-REFERENCE TEST

Item	Percentage of Teachers			
	Agree	Probably Agree	Probably Disagree	Disagree
Administration was easy	31	53	13	3
Test measured important objectives	53	44	3	0
Reported results were easy to understand	72	19	9	0
Results used for planning teaching activities	35	45	13	7
Results used to motivate students	44	22	15	19
Results easily understood by students	33	40	20	7
Publishers' representative was helpful	57	40	3	0

in the school year for the information to be helpful.

In order to determine whether the teachers felt the PMI/PRI was equally effective for all grade levels, a question was asked concerning the continued use of the criterion-reference tests. Of the 29 teachers who responded, 61% recommended it to be continued for all students, 36% recommended it to be continued for only certain grade levels, and 3% recommended it to be discontinued completely. The reason given for discontinuing the use completely was that it was "too difficult to give to younger children". The grades recommended by the teachers who suggested it be used only at certain levels are presented in Table 2.

TABLE 2

SPECIFIC GRADE LEVELS SUGGESTED BY TEACHERS FOR INCLUSION IN CONTINUED USE OF CRITERION-REFERENCE TEST

GRADE	NUMBER OF TEACHERS
2	3
3	5
4	7
5	7
6	8
7	5
8	5

Several reports generated from the pretesting were provided to the teacher for their use in diagnosing, grouping, and teaching their students. These included Individual and Class Diagnostic Maps, Individual Study Guides, and Class Grouping Reports. Inservice was provided by CTB-McGraw-Hill in each of the eight schools for the participating teachers to help them interpret these reports. The questionnaire results indicated that 71% of the teachers used all the reports received, 23% used only the Individual and Class Diagnostic Maps, and 6% used all except the Class Grouping Report.

In response to the question concerning changes in instructional approach as a results of the PRI and PMI information, 41% indicated the results had helped them in locating and identifying problem areas, 13% stated it had helped them to individualize instruction, 10% indicated they had changed groupings as a results of the results, and 7% indicated they had changed emphasis in some areas. The remaining 29% stated that the results had little effect on their teaching primarily because of the late administration of the tests.

Many of the teachers made comments and suggestions concerning the effectiveness of the testing project. In general, the comments indicated a positive attitude toward the use of the test; however, it was suggested frequently that the pretest be administered early in the school year so the information could be used in setting objectives and grouping students. Several comments were made concerning the excessive amount of testing (some students were given the Gates-MacGinitie, the ITBS, and the PRI) and suggested the use of the PRI and PMI instead of the ITBS. A few teachers indicated they felt the test was too long and too difficult, and one felt a grade score would be helpful to her.

In general, the testing project seemed to be well-received by the teachers and while most teachers felt it was useful, it's usefulness would be greater if the pretesting could be accomplished at the beginning of the school year so that the information would be available for determining objectives, program planning, and grouping students.

Since the PRI/PMI appears to yield information that is more useful to the teacher in determining her instructional approach than the ITBS, it is suggested that a criterion-reference test be considered to be used in conjunction with or as a replacement for the ITBS.

It is possible that some of the concerns about the testing expressed by the teachers could be alleviated through a more comprehensive inservice prior to the test administration which included not only information on test administration but topics such as the level of difficulty of the test items, ways of using the test information effectively with students, and why a grade score is not provided.

SUMMARY OF DATA ANALYSIS (BY CTB-McGRAW-HILL)

Purpose of the Study. The purpose of this study was to identify the reading objectives of the Prescriptive Reading Inventory (PRI) according to importance by Title I classroom teachers, and to measure the gain on these selected objectives.

Method. Title I teachers indicated those objectives from the PRI continuum they felt to be important according to their local needs. These designations were summarized and grouped into three categories -- objectives considered important by 70% or more of the teachers, objectives considered important by 50% to 70% of the teachers, and objectives considered important by less than 50% of the teachers.

A sample of students (approximately 1,100) from the Title I program were administered the PRI as a pretest in November of 1973 and as a post-test in May of 1974.

Results. The coding of PRI objectives is according to their standard numbers found in the manual for the PRI. This section has been reproduced for convenience in reading the tables (Appendix A).

Tables 1A - 4A give the percent of teachers rating the PRI objective as important and the percent of students mastering the objective. The tables are in the form of a nine-cell matrix. The rating of objectives by teachers has been further subdivided by grade level. Tables 1A - 4A can be used to identify, for example, high rating of importance by teachers and low level of mastery by students (Cell 1 - upper left corner), high importance by teachers and high mastery by students (Cell 3 - upper right hand corner). Low rating of Cell 7 objectives by teachers and low mastery by students (lower left hand corner) and low importance by teachers, but high mastery by students (Cell 9 - lower right hand corner). The intervening cells give the immediate ratings of teachers and the mid percentages of mastery by students. The matrices can be used to isolate by grades the relevant objectives according to local ratings by teachers and also according to mastery by students.

In addition, we chose Cell 1 for further illustration of a Needs Assessment. This cell indicated the PRI objectives of high priority by teachers with mastery below 50% by students. These objectives were listed in Table 5A according to the four levels of the test booklets for the PRI. The percent of mastery from pretest scores and the scores from the post-test are given along with the resulting gain.

The categories for Tables 1A through 4A and Table 6A were established arbitrarily. The frequency and percentage of objectives in the various cells of the matrix can provide information concerning needs and priorities. The analysis is by objective also and the procedure can be utilized at the building level to isolate specific needs. An instructional plan can be developed with attention to specific tasks in the allocation of time and resources.

Table 1-A

Teacher Rating and Student Mastery of PRI Objectives

Red Level

Student Mastery Level

Teachers Rating of PRI Objectives	Below 50%				50% to 70%				Above 70%			
Grade	1	2	3	4	1	2	3	4	1	2	3	4
Above 70%	17 21 57 59 63 64 67 83	7 17 46 48 63 64 67 83	7 16 17 64	17 57		1	1 4 5 6 57 83	7 64 67	7		59 67	1 59 63 83
50% to 70%	1 3 39 58 62 68	3 21 39 40 47 62 68 79	3 28 39	79	4 5 6 16 24 40 42 79	4 5 6 16 38 42	58 63		23 38	23 24	21 23 24 38 40 42 62 63	3 4 5 6 16 21 23 24 39 40 58,62
Below 50%	19 28 44 69	19 28 29 44 69 72		28	29 43 72	20 41 43	44 72		20 41		19 20 29 41 43 68 69	19 20 29 38 41 42 43 44 68 69 72

Table 2-A

Teacher Rating and Student Mastery of PRI Objectives
Green Level

Student Mastery Level

Teachers Rating of PRI Objectives

	Below 50%					50% to 70%					Above 70%				
Grade	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
Above 70%	1 14 57 58 63 64 67	1 14 57 63 64 67 83	1 14 19 57 63 64 67 83	1 14 57 63 67 83	1 14 63 67 83	7 17	7 17 54	7 59	5	59	10	10	10 17	7 10 17 59	7 10 17
50% to 70%	8 11 12 23 26 52 55 59	2 8 9 11 12 19 23 26 47 50 52 58 62	8 11 12 23 26 27 47 49 50 55 58	11 12 58 64 69	11 12 23 58	2 9 21 34	5 21 34 48	2 9 52 62	2 8 23 26	2 8 9 26	5 54		5 21 48 54	9 21 49 54 62	5 21 48 49 52 54 57 62
Below 50%	18 27 47 49 50 66 68 69 70 72 74 77 78	18 27 49 66 68 69 70 72 74 77 78	18 66 68 70 72 74 77 78	14 18 72 74 77	47 66 72 77 78	19	55	69	27 47 55 66 68	18 50 55 68 69			34	19 34 50	19 27 34

Table 3-A

Teacher Rating and Student Mastery of PRI Objectives
Blue Level

Student Mastery Level

Teachers Rating of PRI Objectives

	Below 50%				50% to 70%				Above 70%			
Grade	3	4	5	6	3	4	5	6	3	4	5	6
Above 70%	13 14 57 58 59 63 64 67 83	13 14 57 59 63 64 67	14 57 63 64 67 83	13 14 57 64 67 72 84			13 59	59 63 83				
50% to 70%	15 22 31 32 46 48 54 60 62	15 30 31 32 34 37 48 54 58 60 62	15 31 54 58 62	15 48 54 62	9 25 45 52	45 46	32 37 45 46 48 60	31 32 37 58 60		9 25 52	9 25 34 52	9 25 34 45 46 52
Below 50%	30 33 37 49 51 53 61 66 70 71 72 73 75 76 77 78 80 84 89	22 33 53 61 66 70 71 73 75 76 77 78 80 89	22 33 53 61 66 70 71 73 75 76 77 78 80 84 89	22 53 61 66 70 75 76 77 78 80 89	34	49 51 72 84	30 51 72	33 71 73			49	30 49 51

Table 4-A

Teacher Rating and Student Mastery of PRI Objectives
Orange Level

Student Mastery Level

Teachers Rating of PRI Objectives	Below 50%					50% to 70%					Above 70%				
Grade	4	5	6	7	8	4	5	6	7	8	4	5	6	7	8
Above 70%	13 14 57 59 63 64 67 83	13 14 57 59 63 64 67 83	57 59 63 64 67 83	13 14 57 58 59 62 63 64 67 83	54 59 63 64 67 83			13 14 15							13 14
50% to 70%	34 52 58 62	15 34 52 58 62	34 58 62	34 52	34 58 62	15 48	48	48 52	48	52	46	46	46	15 46	15 46 48
Below 50%	22 33 35 36 49 53 56 65 66 70 73 75 76 77 78 81 82 85 86 87 88 89 90	22 33 35 36 49 53 56 65 66 70 73 75 76 77 78 81 82 85 86 87 88 89 90	22 33 35 36 49 53 56 65 66 70 73 75 76 77 78 81 82 85 86 87 88 89 90	22 33 35 36 49 53 56 65 66 70 73 75 76 77 78 81 82 85 86 87 88 89 90	36 65 66 70 73 75 76 77 78 81 82 85 86 87 88 89 90					22 33 49 53 56					

Table 5-A

Pretest to Posttest Gains by PRI Objectives

	Objective Number	Pretest Score	Posttest Scor
Red Book	17	16%	30%
	57	37%	52%
	63	54%	70%
	64	25%	34%
	67	48%	58%
	83	59%	63%
Green Book	1	7%	17%
	14	7%	21%
	57	44%	56%
	63	31%	44%
	64	39%	45%
	67	20%	21%
	83	27%	44%
Blue Book	13	50%	70%
	14	34%	45%
	57	31%	42%
	63	43%	50%
	64	36%	42%
	67	8%	8%
	83	30%	42%
Orange Book	13	53%	65%
	14	44%	57%
	57	13%	16%
	59	20%	31%
	63	10%	17%
	67	13%	21%
	83	19%	23%

Table 6-A

Teacher Rating and Student Mastery Matrix - Cell Frequency and Percentage

		Student Mastery Level		
	Grade	Below 50%	50% to 70%	Above 70%
Teachers Rating of PRI Objectives	Above 70%	116 Objectives 17%	27 Objectives 4%	20 Objectives 3%
	50% to 70%	105 Objectives 16%	60 Objectives 9%	64 Objectives 10%
	Below 50%	204 Objectives 31%	37 Objectives 5%	31 Objectives 5%

APPENDIX A

behaviorally stated objectives of the PRI

The *Prescriptive Reading Inventory* gives a map of student mastery, or non-mastery, of the following behaviorally stated objectives. The level of the PRI (Red, A; Green, B; Blue, C; or Orange, D) in which each objective is tested is indicated in the columns to the right of the statements. The shorthand notations, given in parentheses at the end of each objective, and the numbers of the objectives correspond to those used in the PRI report forms and in the suggested classroom activities in Part Six of this Handbook.

OBJECTIVE	LEVEL			
	Red A	Green B	Blue C	Orange D
Recognition of Sound and Symbol				
1. The student will distinguish between unlike vowel sounds and demonstrate recognition of like vowel sounds by matching oral words with printed words, printed words with printed words, or printed words with pictures; or will identify the variant sounds of the same vowel and discriminate among them by choosing the word with the same vowel sound as a given printed word. (Vowel Sounds: Matching Like or Variant)	X	X		
2. The student will identify the letters representing a consonant sound (single consonants, blends, and digraphs) by matching the letters with pictures containing that sound; by recognizing the letters that represent that sound in oral words; or by identifying the printed word which contains that oral sound. (Consonant Sounds: Letters)		X		
3. The student will demonstrate recognition of like vowel sounds and will distinguish between unlike vowel sounds by matching oral words with printed words. (Vowel Sounds: Unlike)	X			
Phonic Analysis				
4. The student will employ consonant substitution to select the correct word to complete a sentence, when given a word with a single consonant and several words which are identical except that they begin with a consonant blend. (Consonant Substitution: Blends)	X			

OBJECTIVE	LEVEL			
	Red A	Green B	Blue C	Orange D
5. The student will employ consonant substitution in choosing from specified initial or final consonants to make a new word when given a printed word. (Consonant Substitution: Initial and Final)	X	X		
6. The student will employ consonant substitution to complete a sentence by identifying the correct word from among words that are identical except for the final consonant. (Consonant Substitution: Final)	X			
7. The student will demonstrate recognition of syllables by identifying the number of syllables in oral or printed words. (Syllables: Number)	X	X		
8. The student will demonstrate recognition of the sounds of word parts in identifying rhyming words. (Rhyming Word Parts)		X		
9. The student will identify the silent letters within words to show recognition of silent letters. (Silent Letters)		X	X	
10. The student will identify silent vowels within words to show recognition of silent vowels. (Silent Vowels)		X		
11. The student will identify variant vowel sounds by indicating the words that contain the same y sound. (Variant Vowel Sounds: y)		X		
12. The student will identify variant vowel sounds by indicating the words that contain the same r-controlled vowel sound. (Variant Vowel Sounds: r-controlled)		X		
13. The student will discriminate between variant vowel sounds — ea, oo, au, aw, ou, ow, oi, oy — in identifying a word that has the same sound as the underlined digraph or diphthong in another word. (Variant Vowel Sounds: Digraph, Diphthong)			X	X
14. The student will demonstrate recognition of the variant phonetic sounds of word parts by identifying words with the same vowel sound — aw, er, ur, ear, ow, ew, ou, ir, ough, tion (shun) — or words with the same sound as the part. (Phonetic Parts: Variant Sounds)		X	X	X
15. The student will blend phonetic parts to build new words by joining together the underlined parts of two words. (Phonetic Parts: Blending)			X	X
Structural Analysis				
16. The student will make use of inflected word forms in choosing designated forms of words (singular or plural), or in matching singular or plural words with pictures. (Inflected Words: Singular/Plural)	X			
17. The student will make use of affixes and inflected word forms in employing in sentences words to which endings (ed, s, ing) have been added, or in identifying an affix that makes sense when added to a word in a phrase or sentence. (Inflected Words [Endings] and Affixes)	X	X		

OBJECTIVE	LEVEL			
	Red A	Green B	Blue C	Orange D
18. The student will identify a correct possessive form, as used in a phrase, from among the given singular, plural, singular possessive, and plural possessive forms of the same word. (Possessives)		X		
19. The student will demonstrate recognition of the positive, comparative, and superlative forms of adjectives in selecting the correct form (all provided) of the same adjective. (Adjectives: Positive, Comparative, Superlative)	X	X		
20. The student will identify the meaning of prepositions and prepositional phrases in choosing phrases to complete sentences or in matching sentences with pictures. (Prepositions and Prepositional Phrases)	X			
21. The student will make use of pronouns by choosing the correct pronoun to complete a sentence, or by substituting the correct pronoun for a noun in a sentence. (Pronouns)	X	X		
22. The student will make use of pronouns by identifying the referent of a certain pronoun or by identifying a sentence containing incorrect pronoun usage. (Pronouns: Referent)			X	X
23. The student will make use of contractions and contracted possessives in selecting contractions for word pairs, matching contractions with them, or in supplying the contracted form of a given verb phrase. (Contractions: Word Pairs or Verb Phrases)	X	X		
24. The student will demonstrate recognition of compounds by identifying compound words. (Compounds: Recognition)	X			
25. The student will identify words that are compounds or will select a word to complete a compound. (Compounds: Forming)			X	
26. The student will employ the mechanics of word structure involving endings that require spelling changes by identifying the root or base word, or by identifying the word with the ending correctly added. (Word Structure: Endings, Spelling Changes)		X		
27. The student will demonstrate tense usage in selecting the correct verb to complete a sentence in a given tense (e.g., What is happening now? What has already happened?). (Verb Tense)		X		
28. When given the forms of an irregular verb, the student will demonstrate subject-verb agreement in selecting the correct form of the verb to complete a certain sentence. (Subject-Verb Agreement: Irregular Verb)	X			
29. The student will build sentences in combining subjects and predicates. (Sentence Building: Subject-Predicate)	X			
30. The student will build sentences in selecting the appropriate phrase to complete an incomplete sentence. (Sentence Building: Phrase Selection)			X	
31. The student will demonstrate recognition of the kind of information in sentence parts by indicating whether certain phrases in sentences tell when, where, how, what kind, or why. (Phrase Information)			X	

OBJECTIVE	LEVEL			
	Red A	Green B	Blue C	Orange D
32. The student will demonstrate recognition of affixes and endings by identifying prefixes and suffixes in an affixed or suffixed word. (Affixes: Identifying Prefixes, Suffixes)			X	
33. The student will use affixes to build words by adding the correct affix to a word so that it will complete a sentence or phrase. (Affixes: Building Words)			X	X
34. The student will identify the relationship of roots and affixes by selecting correct definitions for certain affixed words. (Defining Affixed Words)		X	X	X
35. The student will select the definition of the affix in an affixed word. (Defining Affixes)				X
36. The student will employ punctuation in identifying correct usage of commas in general punctuation, or in using commas to set off an adjectival phrase, phrases in a series, or words in a series. (Punctuation: Commas)				X
37. The student will employ punctuation in selecting a sentence that requires an exclamation point. (Punctuation: Exclamation Point)			X	
Translation				
38. The student will match like or unlike entities by pairing words with their definitions. (Like or Unlike Entities: Word Definitions)	X			
39. The student will match like or unlike entities by pairing words with their synonyms. (Like or Unlike Entities: Synonyms)	X			
40. The student will match like or unlike entities by pairing words with their antonyms. (Like or Unlike Entities: Antonyms)	X			
41. The student will match like or unlike entities by pairing both negative and positive sentences with pictures. (Like or Unlike Entities: Positive and Negative Sentences)	X			
42. The student will demonstrate ability to use context to complete sentences by choosing the only appropriate word from among several unrelated in meaning. (Use of Context: Sentence-Completion)	X			
43. The student will make use of context in choosing the appropriate homonym from a pair to complete an incomplete sentence. (Homonyms in Context)	X			
44. The student will demonstrate recognition of sentence sense by matching questions and printed answers or by identifying nonsense sentences when presented with them. (Sentence Sense)	X			
45. The student will make use of context to select from words related in meaning the word that will complete a sentence appropriately. (Meaning of Related Words in Context)			X	
46. The student will make use of context to select from among possible words the most suitable or precise word to complete a sentence. (Most Precise Word in Context)			X	X

OBJECTIVE	LEVEL			
	Red A	Green B	Blue C	Orange D
47. The student will define phrases in sentence context by associating indicated phrases in sentences with given definitions. (Phrase Definition in Context)		X		
48. The student will employ context to demonstrate recognition of word meaning by identifying the correct definition of a word indicated in a sentence. (Word Definition in Context)		X	X	X
49. The student will define words in isolation by matching certain words with their definitions. (Word Definition in Isolation)		X	X	X
50. The student will employ context to define multi-meaning words by comparing certain sentences containing such words with definitions, or by selecting a sentence from a pair of sentences containing the word to match a given definition. (Multi-meaning Words and Definition)		X		
51. The student will demonstrate recognition of the relation of multi-meaning words to synonyms by selecting from a group of words the synonym for a multi-meaning word used in a sentence. (Multi-meaning Words and Synonyms)			X	
52. The student will show recognition of synonyms by selecting the synonym for a certain word. (Synonyms: Selection)		X	X	X
53. The student will show recognition of antonyms by selecting the antonym for a certain word. (Antonyms: Selection)			X	X
54. The student will show recognition of homonyms by selecting the correct homonym from a pair to complete a sentence, or by identifying the correct homonym as used in a sentence. (Homonym Pairs: Selection)		X	X	
55. The student will demonstrate recognition of homographs and heteronyms by choosing the correct homograph from two given phonetic transcriptions (e.g., wĭnd, wīnd). (Homographs: Selection)		X		
56. The student will demonstrate recognition of homographs and heteronyms by selecting the correct heteronym for a sentence from two that have been divided and accented (e.g., des′ ert, de sert′). (Heteronyms: Selection)				X
Literal Comprehension				
57. The student will demonstrate recall of sequence of events in written material by indicating the specific part of a story in which an event or action occurred (e.g., "first part" or "last part"); by indicating when an event happened in relation to other events; or by selecting the correct arrangement of a series of events. (Event Sequence)	X	X	X	X
58. The student will demonstrate recognition of setting in reading matter by identifying the setting of a paragraph, a story, or a part of a story; or by answering questions about the effect of the setting in a story. (Story Setting)	X	X	X	X

OBJECTIVE	LEVEL			
	Red A	Green B	Blue C	Orange D
59. The student will demonstrate recall of story detail by selecting from among possible facts — actions, places, names, descriptive words — the one that occurred in the story, or by completing sentences that list part of the detail. (Story Detail: Recall or Descriptive Words)	X	X	X	X
60. The student will recall story details in naming the story or story part in which certain events occurred. (Story Detail: Recall by Parts)			X	
61. The student will recall story details in identifying true statements about the story. (Story Detail: Identifying True Statements)			X	
Interpretive Comprehension				
62. The student will demonstrate recognition of cause and effect by identifying the cause of a given effect in a story, by matching groups of causes and effects, or by identifying the effect of a given action. (Cause or Effect)	X	X	X	X
63. The student will demonstrate perception of inference by identifying the correct inference that can be drawn from reading material or by answering questions about the material that require inferences to be drawn. (Inference)	X	X	X	X
64. The student will demonstrate the ability to form conclusions from reading material by identifying or supplying the logical conclusion or choosing the best of several conclusions, or by answering questions that require conclusions to be drawn. (Conclusion: Formation)	X	X	X	X
65. The student will identify the clues in reading material that lead to a conclusion. (Conclusions: Factor Identification)				X
66. The student will draw inferences in anticipating or predicting future action or events based upon the content of reading material. (Predicting Future Actions)		X	X	X
67. The student will demonstrate recognition of the main idea of a passage or story by selecting the most appropriate title; by choosing the word, phrase, or sentence that tells the main idea; or by identifying the theme, moral (lesson), or best summary statement for a given selection. (Main Idea: Summary, Title, or Theme)	X	X	X	X
68. The student will employ character analysis in identifying or describing the feelings of a character at a particular time or throughout a story. (Character Analysis: Feelings)	X	X		
69. The student will employ character analysis in indicating or describing the reason for, or justification of, a story character's action. (Character Analysis: Motive or Cause)	X	X		
70. The student will demonstrate the ability to describe and analyze characters by selecting or identifying character names, manner of speech, specific descriptive words, or descriptive sentences, or by answering questions about or choosing descriptions of character traits and attitudes. (Character Analysis: Descriptive Words, Traits, or Attitudes)		X	X	X

OBJECTIVE	LEVEL			
	Red A	Green B	Blue C	Orange D
71. The student will demonstrate the ability to recognize and define descriptive words and phrases by identifying descriptive words and phrases from among given ones or by choosing the most appropriate descriptive word for a person or thing. (Descriptive Words or Phrases)			X	
72. The student will demonstrate perception of sensory imagery by choosing the most intense or appropriate imagery for a given sense; by indicating the sense to which certain sensory images appeal; or by selecting the example of sensory imagery that answers a given question or completes a given sentence. (Sensory Imagery)	X	X	X	
73. The student will recognize and employ idioms and figurative language as elements of style by selecting or supplying parallel figures, appropriate sentence completions, or literal definitions. (Idioms or Figures of Speech)			X	X
74. The student will recognize the purpose of figurative language by defining examples, distinguishing between literal and figurative use of words, supplying examples, or identifying its purpose. (Figurative Expression: Definition)		X		
75. The student will demonstrate the ability to recognize and define similes by locating a simile in reading material and choosing its meaning or identifying its referent; by choosing the sentence containing a simile; by choosing a simile to define a phrase; or by identifying a simile. (Simile)			X	X
76. The student will demonstrate the ability to recognize and define metaphors by selecting the definition of a metaphor; by completing a certain sentence with a metaphor; or by identifying a metaphor. (Metaphor)			X	X
77. The student will show perception of mood by identifying the story elements that set the mood; by identifying in a story the point at which there is a mood change; or by choosing the mood that describes a story or a part of the story. (Mood)		X	X	X
78. The student will demonstrate recognition of the period or time span of reading material by using whatever facts or clues are given to determine the period or time span of the material, part of the material, or a specified event. (Time Span and Period)		X	X	X
Critical Comprehension				
79. When given a problem, the student will demonstrate the ability to make judgments by selecting the best solution from those given. (Problem: Solution)	X			
80. The student will demonstrate recognition of the literary form of the fable by identifying, describing, or making use of it. (Literary Forms: Fable)			X	
81. The student will demonstrate recognition of the literary form of the satire by identifying or describing it, identifying the techniques involved and their effect, or by differentiating it from similar forms. (Literary Forms: Satire)				X

OBJECTIVE	LEVEL			
	Red A	Green B	Blue C	Orange D
82. The student will demonstrate recognition of the literary form of the myth by identifying or describing it, matching it with a literal explanation or the events it explains, differentiating between myth and reality, or differentiating it from similar forms. (Literary Forms: Myth)				X
83. The student will distinguish between fantasy and reality by identifying real and make-believe sentences in a group of sentences, or by identifying real and make-believe elements in a given story. (Reality and Fantasy)	X	X	X	X
84. The student will distinguish between fantasy and reality in written material by identifying elements in a story that could or could not be true. (Reality and Fantasy: Possibility)			X	
85. The student will distinguish between fact and opinion by identifying or defining elements in reading material that are fact or opinion. (Fact and Opinion)				X
86. The student will demonstrate recognition of propaganda techniques by identifying an author's attempt to sway the reader to a particular point of view. (Author Technique: Persuasion)				X
87. The student will demonstrate recognition of techniques used to create effects with irony or fanciful language by identifying or defining the technique, or its purposes and uses. (Author Technique: Irony, Fanciful Language)				X
88. The student will demonstrate recognition of techniques used to create effect by identifying altered syntax or by choosing a response to a question about altered syntax. (Author Technique: Altered Syntax)				X
89. The student will demonstrate recognition of author purpose by identifying the purpose of a given selection (e.g., to entertain, to inform), or by identifying the techniques used by the author to attain his purpose. (Author Purpose)			X	X
90. The student will demonstrate recognition of symbolism by identifying symbols; by selecting the meaning of given symbols; or by selecting the best symbol for a certain concept, trait, etc. (Symbolism)				X

Instructional
Activity

FISCAL YEAR 1974

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

PART II – A

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA St. Louis Public Schools County Code 115 LEA Code 115

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity. Do not leave blanks. Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report Component II - Reading Improvement Teams [✓ RY] Su (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent

( ) Counselor

( ) Classroom teacher

( ) Principal

(✓) Other (specify) Staff of the Division of Evaluation
Evaluator: Lincoln Daniels

Name and Title of the person primarily responsible for evaluation of this activity.
Dr. Jean José

Telephone Number 314-865-4550

3. Indicate, in number of weeks, the length of time this activity operated.

40 Regular year ________ Summer

4. Indicate the number of public school children eligible for Title I programs, involved in this activity.

10,613 Regular year from grades 1 - 8 | ________ Summer from grades ________

5. a. Indicate the number of participants in which pre and post evaluation is available.

7,893 Regular year | ________ Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any) Standardized test for either pre or post; diagnostic tests administered throughout the year; Teachers-tests; teacher judgment.

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period
2 or 3	45 to 50 minutes

7. What were the objectives of this activity? *Failure to list the objective will result in rejection of the evaluation.*

See Component II

See Component II

Name of instructional activity evaluated in this report Reading Improvement Teams

Reading

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. **The tables below are minimums.** Feel free to submit such other data as may be pertinent to the evaluation of the activity.

Name of test used: ____________

TABLE 3. CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN

Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4. GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities. **No. of weeks between tests** ____________

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One)

	NUMBER OF STUDENTS BY GRADE LEVEL														
GAINS	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.					30	478	604	504	416	401					2433
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month					6	151	186	171	116	116					746
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.					10	206	219	243	173	180					1031
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.					10	261	181	302	311	254					1319
TOTAL					56	1096	1190	1220	1016	951					5529 Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains: Prior average yearly gain = $\frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$ See back of page 4

	NUMBER OF STUDENTS BY GRADE LEVEL												
Prior Gains	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 – .70 yrs.	☒		34	760	719	689	572	545					3319
.71 – 1.00	☒		14	248	373	392	314	275					1616
1.01 – 1.50	☒		0	10	6	11	5	2					34
1.51 & over	☒		0	0	0	0	0	0					0
TOTAL	☒		48	1019	1098	1092	891	822					4969 Grand Total

* Include only those students who had both pre and post tests and are included in this evaluation.

See Component II

Name of instructional activity evaluated in this report Reading Improvement Teams

Reading

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached?

10. Based on the evidence presented on Page 2 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

11. Make recommendation of changes needed for this activity.

12. Describe any unique or innovative features of this activity.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

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SUMMARY

The Reading Improvement Team Program (referred to hereafter as RIT) has completed its third year of operation. The program is directed at elementary students with serious reading problems who have scored below their grade level on the Gates-MacGinitie and Iowa Tests of Basic Skills (ITBS) in conformity with Title I guidelines. A team usually is composed of the principal, reading assistant, remedial reading teacher, an aide, and 10 classroom teachers. These team members combine their knowledge and skills to diagnose the strengths and weaknesses of the student's reading and to prescribe learning experiences which build upon strengths and eliminate weaknesses.

During the 1973-74 school year there was a total of 98 Reading Improvement Teams serving in 77 schools. These teams include: 98 reading assistants, 98 aides, 61 remedial reading teachers (includes Board paid and Title I paid), and 126 Career Opportunity aides, serving approximately 10,613 students in grades one through eight.

The program has three basic objectives: (1) To improve the reading comprehension skills of the students by an average gain of 10 months in 10 months as measured by standardized tests; (2) To help classroom teachers improve their remedial reading techniques; and (3) To improve the student's attitude toward reading in general.

Each RIT set its own specific objectives based on the three broad program objectives stated above. Gates-MacGinitie Standardized Test results show primary RIT students with measurable achievement data made an average gain of 7.1 months for the 10 month school year. The ITBS Test results of RIT students in grades 4-8 indicate that they made an average gain of 8.8 months. A control group of students in grades 4 through 8, who were from the same classrooms in the same schools as the RIT students but who were not served by the RIT program, showed an average gain of 5.7 months. The RITs showed a substantial 3.1 months net gain over the control group; however, achievement gains were down in comparison to its second year of operation. (Gains for all students city-wide indicated a decline from 1972-73.) For instance, RIT students (grades 4-8) showed an average gain of 9.8 months for 1972-73 as compared with 8.8 months gain for the 1973-74 school year. At the primary level (2nd and 3rd grade) RIT students in 1972-73 made an average gain of 8.9 months for the 10 month school year in the spring-to-spring testing program as compared with 7.2 months gain for the 1973-74 school year, representing a loss of 1.7 months achievement gains from the second year's operation.

In order to help classroom teachers improve their remedial reading techniques, Reading Assistants provided inservice training for their team members. This inservice ranged from formal total group meetings to informal individual contact.

In regard to the third objective, no attempt was made to gather data on the specific means and/or methods used by RITs to improve students' attitude toward reading. A pre-post reading attitude survey indicated that RIT upper grade students improved their attitude toward reading while primary and middle grade students did not. A pre-post survey of RIT students' self-concept indicates that RITs, in general, did not improve the self-concept of primary RITs, although they did improve the self-concept of middle and upper grade RITs.

In general, recommendations for RIT include encouragement of more active leadership and participation by the principal and the curriculum specialist in the operation of Reading Improvement Teams; curriculum specialists provide greater supervision and/or monitoring of RIT program in order to give the necessary help and assistance requested by RITs. It is also recommended that more Reading Improvement Team inservice meetings focus on individualizing instruction. RITs inservice training should include an emphasis on ways and means of building positive self-concepts and positive attitudes toward reading.

PROGRAM DESCRIPTION

Purpose. The RIT is a Title I program whose aim is to improve reading skills of identified students who are experiencing difficulty in that area so that they have a better opportunity to succeed in their school work. It focuses the knowledge and skills of a team of reading specialists directly on the individual needs of elementary students with serious reading problems who are below their grade level. In addition, as a complimentary measure, the classroom teachers of these RIT students also are provided assistance in improving their own remedial reading teaching techniques to help the students. This was the third year of operation for the program, and it expanded from a total of 95 elementary teams in 71 schools and branches in 1972-73 to 98 teams servicing 77 elementary schools and branches in 1973-74. Twenty-three of these schools had two reading teams assigned to their building. A total of 23 Hoffman Reading Laboratories operated in 20 of the 77 elementary schools.

Structure. The original structure of the reading team remained intact. It was composed of the principal, a reading assistant, a remedial reading teacher, a reading aide, and those classroom teachers whose students received this special reading assistance. The usual number of classroom teachers was 10 per team. In some schools Career Opportunity Program (COP) aides and volunteers had been made available; they also were included as part of the team. In addition, each school regularly received the services of a Board paid social worker and nurse.

In regard to specific operational responsibility, the principal served as leader and determined with his staff the placement and scope of the RIT in his school. The reading assistant had both coordinating and teaching responsibilities. As a coordinator he was responsible for the team's schedules and activities for providing on-site inservice training for reading aides and classroom teachers on the team. His teaching responsibility this year was to provide remedial reading instruction to approximately 80 students. This number accounted for a total reduction of 40 students from the previous year. He met with students in groups of 10 which is the approximate number of students from each class he served. Altogether there was a total of 98 reading assistants.

The Remedial Reading teacher was responsible for the instruction of the 50 students served by the team who had the most serious reading problems. He worked with the students individually, meeting with them singly or in small groups of 3 to 6 students. There was a total of 61 remedial reading teachers, 15 of which were paid by the Board of Education.

The classroom teachers on the team were those who had students in their classrooms served by the reading assistant. Classroom teachers continued to provide the basic reading instruction but were expected to reinforce and build upon the work done by the reading assistant and remedial reading teacher. Eligible class-

room teachers also received help from the reading assistant in broadening and improving their skills in teaching reading. There were approximately 990 classroom teachers involved this year in the RIT program.

The reading aide worked under the direction of the reading assistant and helped with testing, record keeping, preparation of materials and tutoring students. There were 98 reading aides. The Career Opportunity Program (COP) aides worked under the direction of identified RIT classroom teachers in improving reading skills of eligible identified pupils. These aides worked with one teacher at a time on a rotating basis that was agreed upon by the principal and COP Instructional Coordinator. These COP aides numbered 126 and served 39 schools.

Title I Curriculum Specialists in each district, working closely with the District Superintendent, the Principals and the Supervisor of Title I Projects, were directly responsible for the effective operation of the program in their district schools. Systemwide coordination was provided by the Supervisor of Title I Projects.

Students served by the RIT were identified according to Title I state guidelines. In order to qualify for identification a student must live in a Title I school attendance area, have at least a normal IQ, and meet the Title I educational deprivation level which is defined as at least two months below the norm in grade 1, four months in grade 2, six months in grade 3, and so on. Approximately 12,200 students were served by the RIT program during the 1973-74 school year.

Implementation. As indicated in its title, this program continued to utilize the "team" approach as its plan of operation. The reading assistant and remedial reading teacher administered diagnostic reading tests to all pupils who were identified. To facilitate student identification this year as last year, the RITs continued the spring-to-spring testing program throughout the entire RIT program. In the spring of 1973 all primary students in RIT were administered the Gates-MacGinitie Standardized Reading Test. In the spring of 1974, all second and third grade RIT students with a May, 1973 Gates Reading Comprehension score had to take both the Gates and the Iowa Tests of Basic Skills - Primary Battery, Basic Edition. This was the last year for testing with the Gates-MacGinitie. In the future the Iowa Tests of Basic Skills (ITBS) will be used for grades one through eight. In addition to providing a means of determining student eligibility for inclusion in Title I programs, the initiation of the use of ITBS spring-to-spring testing schedule in grades 1-8 will hopefully establish a uniform testing program to measure student achievement throughout the entire RIT program.

The Division of Evaluation made available, upon request, student achievement data to facilitate the checking of eligibility requirements. After the identified student's reading difficulty was diagnosed, a specific prescription was drawn up for the individual student. Each team had the flexibility to organize its program and accommodate the needs of the students in their particular school situation.

In actual implementation, reading assistants worked with students in their classroom or sometimes with them in the school's reading center, if such was available. The remedial reading teachers usually met with their students in the school's reading center or wherever they could find a place to work alone, such as in the corridor.

Each team set up its own time schedule. However, reading assistants and remedial reading teachers were encouraged to provide at least 2½ hours of weekly instruction per student for at least 30 weeks. According to available achievement data from the previous 1972-73 school year, this amount of time appeared to produce the best gain. The time schedules of approximately 75% of the RITs indicated that they were able to implement this suggestion.

Each team selected its own instructional materials according to the individual needs of the students it served. Generally many of the same materials were used by all of the teams. These included reading labs and kits, workbooks, a variety of commercially available games, controlled readers, cassettes and listening centers. This year a total of 23 Hoffman Reading Laboratories operated in 20 RIT locations compared to 1 during 1972-73.

A variety of inservice for RIT members was provided throughout the year. The Inservice Center arranged for and provided inservice sessions for RITs ranging in size from city-wide groups to individual team members. There also had been inservice meetings conducted by Title I curriculum specialists. At these sessions RIT members had the opportunity to explore new reading materials, learn how to create their own materials, including games and puzzles, and view new instructional techniques.

The Hoffman System. The Hoffman Language Arts Reading System is an innovative individualized component of the Reading Improvement Team Program. The overall focus of the Hoffman System is directed at eligible Title I elementary students with serious reading problems who are below their grade level. The general purpose of the Hoffman Language Arts Reading System and the specific reading objectives are identical with those of the total Reading Improvement Team Program.

The Hoffman Language Arts Reading System consists of special equipment designed for flexibility of use. The system can be used by individual students, groups, or an entire class. The system's hardware consists of the Hoffman Viewer which is a self-contained, solid state, portable audiovisual unit presenting a synchronous film slide and record instructional program. Students can listen privately, without disturbing others, using comfortable air-cushioned headsets. Up to six students can use a single Hoffman Viewer at the same time by using a Jack Box for headsets. This six-way outlet has individual volume controls.

A Listening Center consists of six headsets and a Jack Box. A speaker is available for large group use of the Hoffman Viewer. The Hoffman Language Arts Reading System provides individualized instruction in reading and language arts for levels kindergarten through six. The Hoffman System is divided into audiovisual study units, which begin with a motivational story. Audiovisual skill instruction follows. Students respond on answer sheets and receive immediate feedback for reinforcement. Extended learning activities and supplemental reading materials reinforce the newly developed reading and language arts skills. A Reference Guide or Teacher's Manual is available for each level of the Hoffman System. It documents the content of the particular program and offers suggestions for teacher-directed acitivities related to the audiovisual instruction.

The following phases summarize the Hoffman System:

Phase I: Students develop skills, concepts, and oral vocabulary through programmed instruction delivered through the audiovisual Hoffman Viewer. Students work at individualized learning stations as per Reading Assistant prescription.

Phase II: After the student completes the audiovisual programmed instruction phase, he independently applies his newly learned skills through silent reading of a book or books which contain sections used specifically to reinforce the skills acquired during Phase I.

Phase III: A Mastery Test designed for each lesson, each unit of ten lessons or each level of lessons may then be administered. These may be administered by the paraprofessional. Tests are directed and keyed to the teacher's manual.

Phase IV: The Reading Assistant will conduct oral and written forms of diagnosis, provide individual direct instruction as necessary, and prescribe for extended reinforcement or enrichment.

EVALUATION

Process. Each individual RIT was requested to set its own specific objective for the current year. The three broad program objectives outlined above provided the basis for these specific objectives. Most of the teams spelled these out in terms of achievement gain as determined by standardized reading test results. Copies of these objectives were collected and reviewed.

RIT locations in all districts were visited by the Evaluator to provide an on-site assessment of the RIT program operation. RIT staff concerns, suggestions, and general information were collected. Finally, standardized achievement data (Gates-MacGinitie and ITBS) were collected on spring-to-spring 1973-74 pre-post-tests to determine gain for the school year.

Evaluation Questions. In order to determine the effectiveness of the RIT program the following questions formed the basis for the evaluation.

1. Have students' reading skills improved adequately?
2. How did RIT students' reading gain scores compare with non-RIT students?
3. How did RIT students' reading gain scores compare with Rooms of Fifteen students'?
4. How did RIT students' reading gain scores compare with city-wide students'?
5. Did the students taught by remedial reading teachers gain more than these students taught by reading assistants?

6. Did the students taught by reading assistants gain more than those students taught by Hoffman Laboratory reading assistants?

7. Did the students taught by remedial reading teachers gain more than those students taught by Hoffman Laboratory reading assistants?

8. How did Hoffman students in Part A schools compare with non-Hoffman, non-RIT students in Part A schools?[1]

9. How did Hoffman students in Part C schools compare with non-Hoffman, non-RIT students in Part C schools?[2]

10. Have students' self-concept improved adequately?

11. Have students' attitude toward reading improved adequately?

12. Do members of the RITs work well together?

13. To what extent do curriculum specialists contribute positively to team effectiveness?

Evaluation Data Sources. The following sources provided the data necessary for answering the evaluation questions which formed the basis for this evaluation.

1. On-site visits by the Evaluator to provide an overall assessment of the RIT program operation.

2. Pre- and post-tests standardized achievement data to determine gain for the year.

3. Evaluation staff developed questionnaires, surveys and interviews to assess students' attitudes toward reading and students' self-concept improvement.

4. Reading Improvement Team questionnaire to assess team compatibility.

5. Curriculum Specialists' interviews.

Standardized Test Results. Although each RIT set its own objectives, available time did not permit specific evaluation of each team's results. As mentioned previously most of these individual objectives focused on standardized achievement gain and the amount of expected gain expressed most frequently was 10 months gain for the regular 10 month school year. At least one month of gain for each month spent in school was expected by most teams. A summary of RIT achievement for 1973-74 is provided in Table 1. Figure 1 presents this information graphically.

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[1] Part A Schools - Title I eligible schools with the lowest concentration of poverty as determined by ESEA Title I criteria - ADC.

[2] Part C Schools - Title I eligible schools with the highest concentration of poverty as determined by ESEA Title I criteria - ADC.

TABLE 1

READING COMPREHENSION SCORES
READING IMPROVEMENT TEAM STUDENTS
G.E. PRE- AND POST-TEST MEANS AND MONTHS OF GAIN
GATES-MacGINITIE (2-3) IOWA TESTS OF BASIC SKILLS (4-8)

SPRING, 1973 - SPRING, 1974

(Students Present for Both Pre- and Post-Tests)

Grades	N	G.E. Pretest Mean	G.E. Post-Test Mean	Months of Gain in 10 Months
2	1,347	1.6	2.3	7.1
3	989	2.0	2.7	7.2
4	1,126	2.6	3.4	8.7
5	1,201	3.5	4.2	7.0
6	1,226	4.2	5.1	9.4
7	1,025	4.9	5.9	9.8
8	961	5.4	6.3	9.0

First grade RIT students (N=1,132) were not included in the summary since it was impossible to indicate a gain in terms of a regular 10 month school year. The Gates-MacGinitie is not administered until the end of the first semester of the first year. The total average gain for the 2,336 second and third grade students who were administered the Gates-MacGinitie Reading Test was 7.2 months gain for the 10 month school year. This average gain fell 1.7 months below last year's average gain of 8.9 months and 2.8 months short of the overall expected gain of 10 months.

Frequency distributions of pre- and post-reading scores for second and third grade students from Gates-MacGinitie Tests gives an immediate picture of the distribution of reading scores among the second and third grade RIT students. (See Tables 2 & 3.) On the pretest, 19% of the second grade students ranked above the 30th percentile, and 50% scored above 1.50. For second grade students on the post-test, 53% ranked above the 37th percentile, and 50% scored above 2.20. (See Table 2.) The post-test mean for the 1,347 second grade students indicates a gain of 7.1 months. (For a complete summary of distribution of gains for grade 2, see Appendix A.) On the pretest, 51% of the third graders ranked above the 18th percentile and 50% scored above 1.90. For third grade students on the post-test, 69% ranked above the 21st percentile, and 50% scored above 2.60. (See Table 3.) The post-test mean for 989 third graders was 2.70, indicating a mean pre-post gain of 7.2. (For a complete summary of distribution of gains for grade 3, see Appendix B.)

Figure 1

READING IMPROVEMENT TEAM STUDENTS
MONTHS GAIN IN 10 MONTHS ON READING COMPREHENSION SKILLS
GATES-MacGINITIE (2-3) IOWA TESTS OF BASIC SKILLS (4-8)
Spring, 1973 - Spring, 1974
(Students Present for Both Pre- and Post-Tests)

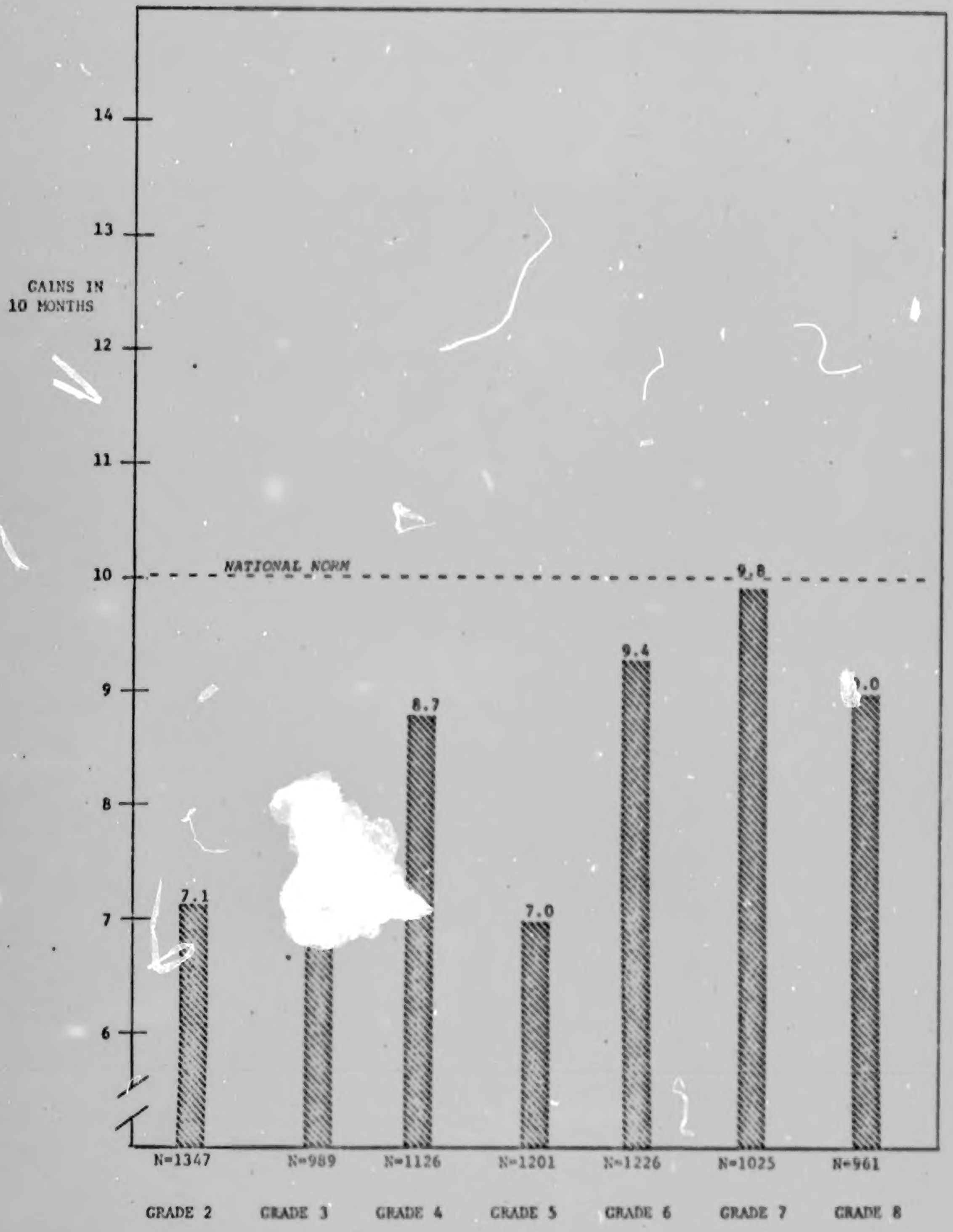


TABLE 2

PRIMARY READING IMPROVEMENT TEAMS
FREQUENCY DISTRIBUTION OF PRE- AND POST-READING SCORES
GATES-MacGINITIE TEST
1973-1974

	PRETEST			POST-TEST		
Grade Equivalent Interval	Frequency	Cumulative Frequency	Percentile	Frequency	Cumulative Frequency	Percentile
7.2 - 7.6	0	1347	99	1	1347	99
6.7 - 7.1	0	1347	99	0	1346	99
6.2 - 6.6	0	1347	99	0	1346	99
5.7 - 6.1	0	1347	99	0	1346	99
5.2 - 5.6	0	1347	99	0	1346	99
4.7 - 5.1	0	1347	99	7	1339	99
4.2 - 4.6	0	1347	99	25	1314	99
3.7 - 4.1	0	1347	99	57	1257	95
3.2 - 3.6	3	1344	99	71	1186	90
2.7 - 3.1	11	1333	99	157	1029	83
2.2 - 2.6	62	1271	97	393	636	59
1.7 - 2.1	174	1097	89	326	310	37
1.2 - 1.6	1086	11	30	308	2	8
.7 - 1.1	11	0	1	2	0	1

Grade 2
N = 1347

Pretest Mean	1.57	Post-Test Mean	2.29
Pretest Median	1.50	Post-Test Median	2.20
Pretest Variance	.08	Post-Test Variance	.56

TABLE 3

PRIMARY READING IMPROVEMENT TEAMS
FREQUENCY DISTRIBUTION OF PRE- AND POST-READING SCORES
GATES-MacGINITIE TEST
1973-1974

	PRETEST			POST-TEST		
Grade Equivalent Interval	Frequency	Cumulative Frequency	Percentile	Frequency	Cumulative Frequency	Percentile
5.8 - 6.2	0	989	99	1	989	99
5.3 - 5.7	0	989	99	2	988	99
4.8 - 5.2	0	989	99	9	986	99
4.3 - 4.7	1	989	99	32	977	97
3.8 - 4.2	1	988	99	38	945	94
3.3 - 3.7	16	987	99	128	907	86
2.8 - 3.2	34	971	97	231	779	67
2.3 - 2.7	250	937	85	238	548	43
1.8 - 2.2	299	687	54	210	310	21
1.3 - 1.7	359	388	18	100	100	4
.8 - 1.2	29	0	1	0	0	0

Grade 3
N = 989

Pretest Mean	1.98	Post-Test Mean	2.70
Pretest Median	1.90	Post-Test Median	2.60
Pretest Variance	.25	Post-Test Variance	.69

In grades 4 through 8 the students were administered the Iowa Tests of Basic Skills (ITBS). The total average gain for 5,539 RIT students (Grades 4-8) was 8.9 months. A control group composed of students from the same classrooms as those of the RIT students, but who had not been in the RIT program, showed an average gain of 5.7 months. The total number of students in the control groups was 11,130. RIT showed a substantial 3.2 months net gain over the control group for the 10 month school year, but 8.9 months fell short of the overall expected gain of 10 months.

A summary of the comparisons between RIT students and their control group is shown in Table 4. Figure 2 presents this information graphically.

TABLE 4

IOWA TESTS OF BASIC SKILLS
READING COMPREHENSION PRE- AND POST-TEST MEANS
FOR CITY-WIDE RIT STUDENTS AND RIT CONTROL GROUP

SPRING, 1973 - SPRING, 1974

(Students Present for Both Pre- and Post-Tests)

Grade	All RIT Pretest	Control Pretest	All RIT Post-Test	Control Post-Test	RIT Gains	Control Gains
4	2.56	3.45	3.43	3.91	8.7	4.6
5	3.47	4.23	4.17	4.70	7.0	4.7
6	4.18	5.08	5.12	5.76	9.4	6.8
7	4.87	6.05	5.85	6.77	9.8	7.2
8	5.39	6.80	6.29	7.33	9.0	5.3

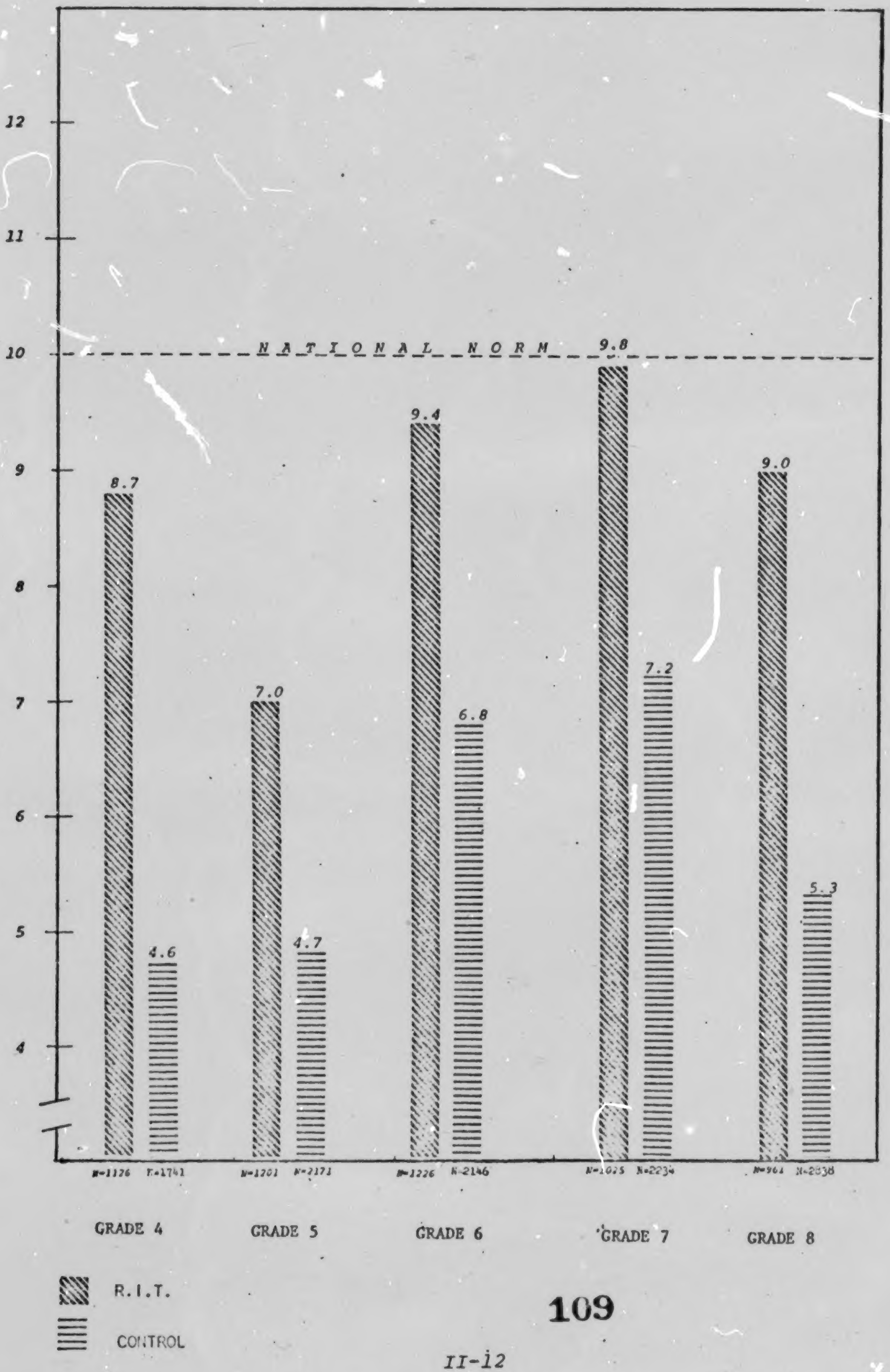
TOTAL NUMBER OF STUDENTS

Grade	RIT	Control
4	1126	1741
5	1201	2171
6	1226	2146
7	1025	2234
8	961	2838

Figure 2

MONTHS GAIN IN 10 MONTHS ON READING COMPREHENSION SCORES
RIT STUDENTS COMPARED WITH RIT CONTROL GROUP
Spring, 1973 - Spring, 1974

(Students Present for Both Pre- and Post-Tests)



Reading Improvement Team gains (Grades 4-6) was compared on the ITBS Reading Comprehension subtest with the Rooms of Fifteen (R/15) Title I program. In grade 4 RIT showed an average gain of 8.7 months compared to 7.5 months gain for Rooms of Fifteen; in grade 5 RIT with a 7.0 average gain fell slightly below the 7.8 months gain made by R/15; in grade 6 RIT showed a 9.4 months average gain, slightly below the national norm of 10 months gain in 10 months as compared to an average gain of 10.5 months for R/15 which is slightly above the national norm. The total average gain for 3,553 RIT students (Grades 4-6) was 8.4 months. Total average gain for 340 R/15 students (Grades 4-6) was 8.6 months, indicating very little or no difference between the two programs in the area of reading. Table 5 summarizes the comparison of RIT students with R/15 students (Grades 4-6). Figure 3 is a graphic representation of this information.

TABLE 5

IOWA TESTS OF BASIC SKILLS READING COMPREHENSION PRE- AND POST-TEST MEANS FOR CITY-WIDE RIT STUDENTS AND ROOMS OF FIFTEEN STUDENTS

SPRING, 1973 - SPRING, 1974

(Students Present for Both Pre- and Post-Tests)

Grade	All RIT Pretest	All R/15 Pretest	All RIT Post-Test	All R/15 Post-Test	RIT Gains	R/15 Gains
4	2.56	2.76	3.43	3.51	8.7	7.5
5	3.47	3.32	4.17	4.10	7.0	7.8
6	4.18	4.25	5.12	5.30	9.4	10.5

TOTAL NUMBER OF STUDENTS

Grade	RIT	R/15
4	1126	145
5	1201	129
6	1226	66

In grades 4 through 8, RIT students and all students city-wide were compared on the ITBS Reading Comprehension subtest. The total average gain for 5,539 RIT students was 8.9 months. The city-wide group (grades 4-8) which was composed of all students (total N=22,827) except RIT showed an average gain of 6.8 months. The RIT achieved a substantial 2.1 months gain over the city-wide group for the 10 month school year. As shown in Table 6 the RIT group did not reach the overall expected gain of 10 months, although in grades 6-8 RIT fell only slightly short of the expected gain. The city-wide group fell way short of the expected 10 months gain in all grade levels.

Figure 3

MONTHS GAIN IN 10 MONTHS ON ITBS READING COMPREHENSION
FOR READING IMPROVEMENT TEAMS AND ROOMS OF FIFTEEN
PRE- AND POST-TEST MEANS
Spring, 1973 - Spring, 1974

(Students Present for Both Pre- and Post-Tests)

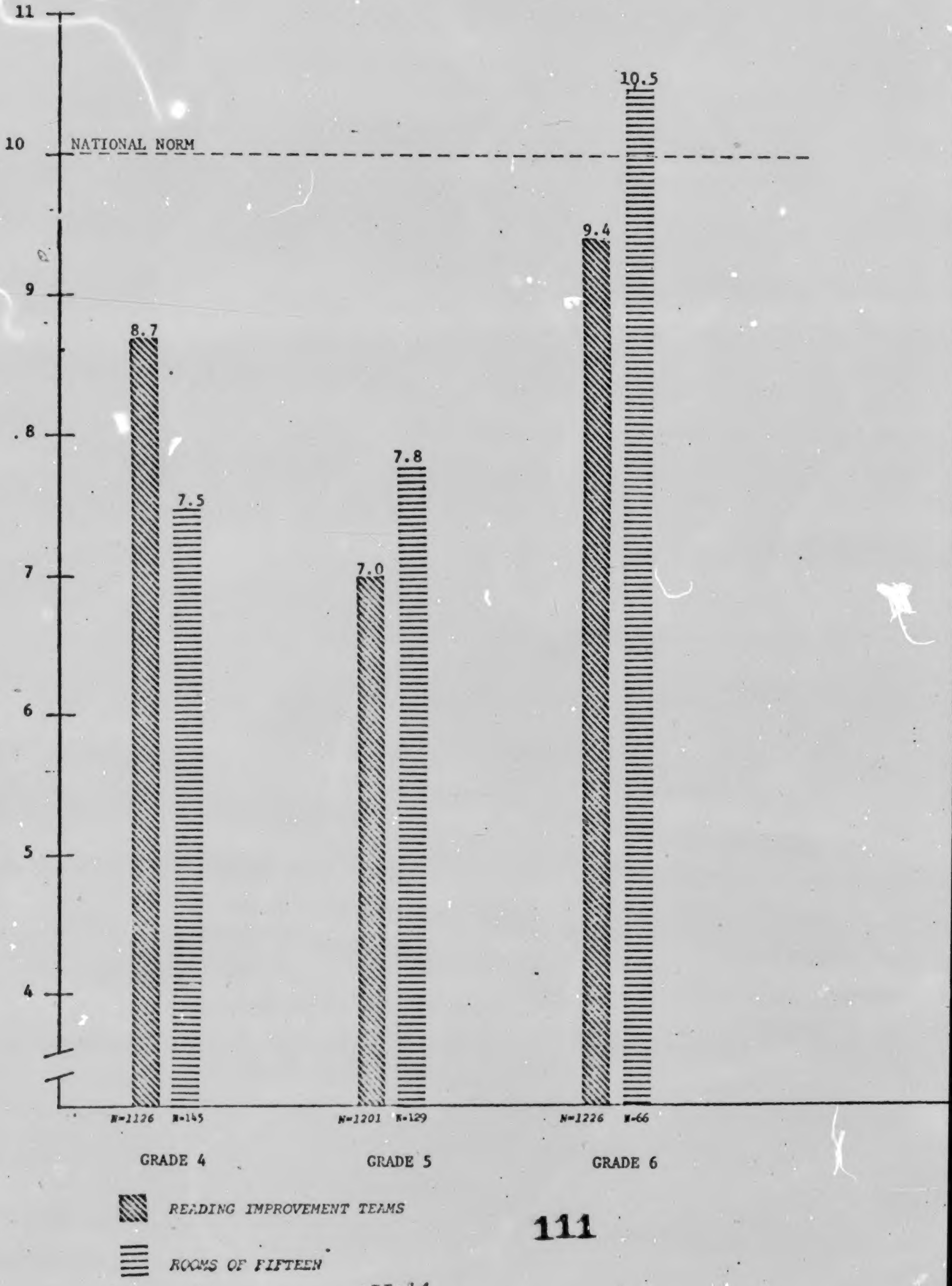


TABLE 6

IOWA TESTS OF BASIC SKILLS
READING COMPREHENSION PRE- AND POST-TEST MEANS FOR RIT STUDENTS AND ALL STUDENTS CITY-WIDE

SPRING, 1973 - SPRING, 1974

(Students Present for Both Pre- and Post-Tests)

Grade	All RIT Pretest	City-Wide Pretest	All RIT Post-Test	City-Wide Post-Test	RIT Gains	City-Wide Gains
4	2.56	3.62	3.43	4.23	8.7	6.1
5	3.47	4.51	4.17	5.11	7.0	6.0
6	4.18	5.41	5.12	6.17	9.4	7.6
7	4.87	6.37	5.85	7.14	9.8	7.7
8	5.39	7.17	6.29	7.81	9.0	5.4

TOTAL NUMBER OF STUDENTS

Grade	RIT	City-Wide
4	1126	4488
5	1201	4488
6	1226	4450
7	1025	4369
8	961	5032

A comparison of Reading Assistants (Hoffman), Reading Assistants (Non-Hoffman), and Remedial Reading Teachers on ITBS Reading Comprehension Pre-Post-gains (Grades 4 through 8) are summarized in Table 7. Figure 4 presents this information graphically.

Reading Assistants (Hoffman) showed an average gain of 8.6 months, Reading Assistants (Non-Hoffman) showed an average gain of 8.5 months, and Remedial Reading teachers showed a slightly higher average gain of 9.4 months. Remedial Reading teachers surpassed the national norm of 10 months gain in grades 6 and 7. Both Reading Assistants (Hoffman) and Reading Assistants (Non-Hoffman) fell short of the expected 10 months gain in all grade levels.

TABLE [illegible]

READING COMPREHENSION SCORES
READING IMPROVEMENT TEAMS
COMPARISONS OF READING ASSISTANTS (HOFFMAN), READING ASSISTANTS (NON-HOFFMAN) AND REMEDIAL READING TEACHERS
PRE-POST-GAINS
IOWA TESTS OF BASIC SKILLS (4-8)

(Students Present for Both Pre- and Post-Tests)

Grade 4	*Number of Students*	*Pretest*	*Post-Test*	*Gain in 10 Months*
Reading Assistants (Hoffman)	*222*	*2.51*	*3.43*	*9.2*
Reading Assistants (Non-Hoffman)	*511*	*2.67*	*3.51*	*8.5*
Remedial Reading Teachers	*362*	*2.44*	*3.31*	*8.7*
Grade 5				
Reading Assistants (Hoffman)	*224*	*3.61*	*4.36*	*7.5*
Reading Assistants (Non-Hoffman)	*549*	*3.56*	*4.21*	*6.5*
Remedial Reading Teachers	*417*	*3.30*	*4.04*	*7.4*
Grade 6				
Reading Assistants (Hoffman)	*291*	*4.34*	*5.17*	*8.3*
Reading Assistants (Non-Hoffman)	*619*	*4.25*	*5.19*	*9.4*
Remedial Reading Teachers	*312*	*3.89*	*4.91*	*10.2*
Grade 7				
Reading Assistants (Hoffman)	*176*	*5.04*	*5.94*	*9.0*
Reading Assistants (Non-Hoffman)	*561*	*4.91*	*5.84*	*9.3*
Remedial Reading Teachers	*279*	*4.71*	*5.83*	*11.2*
Grade 8				
Reading Assistants (Hoffman)	*140*	*5.46*	*6.37*	*9.1*
Reading Assistants (Non-Hoffman)	*508*	*5.40*	*6.26*	*8.6*
Remedial Reading Teachers	*303*	*5.37*	*6.31*	*9.4*

Results of T Tests. T tests were used to test the following hypotheses in Grades 4 through 8:

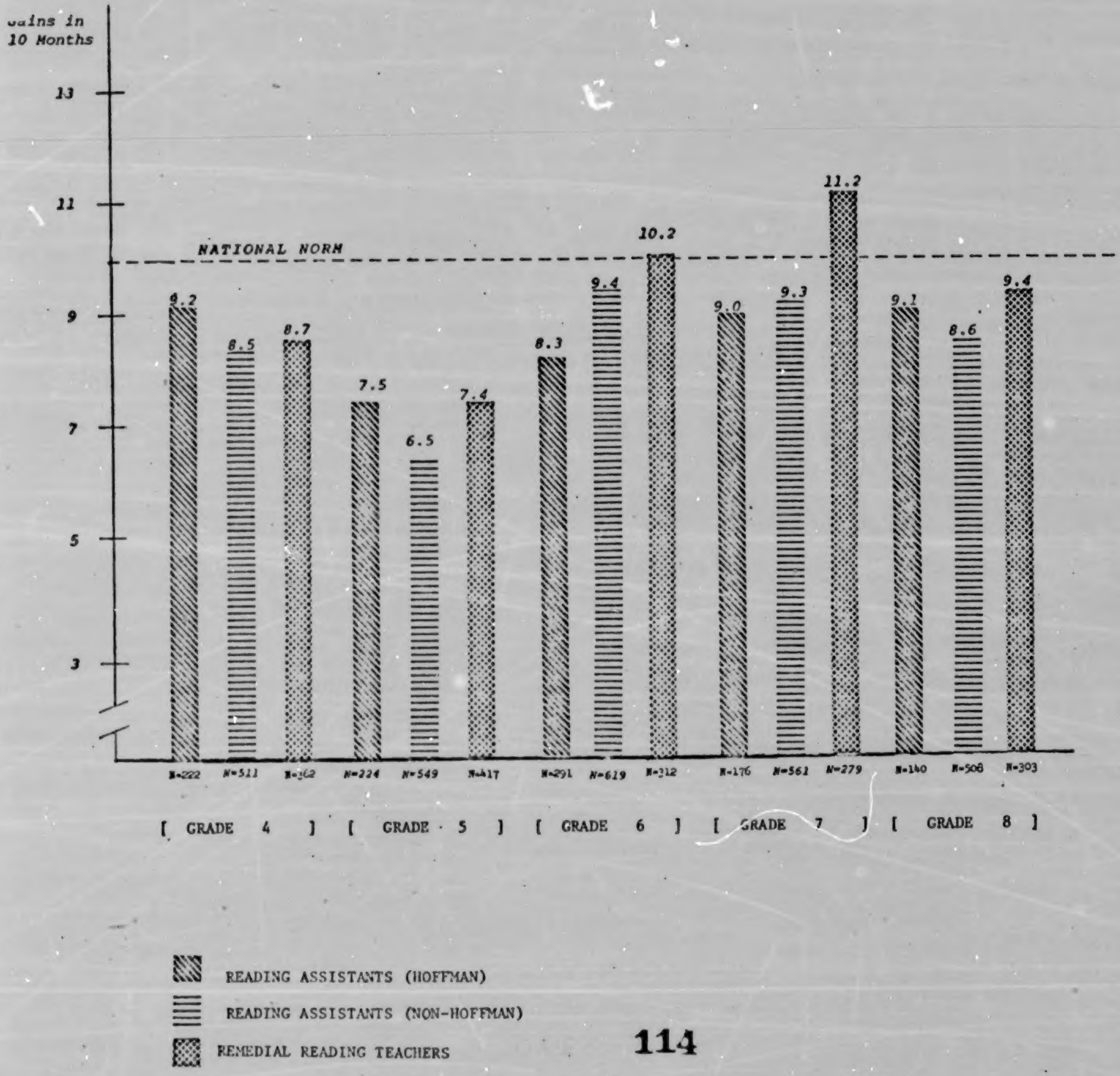
1. *There is a significant difference between the reading comprehension gain scores of students taught by Reading Assistants (Non-Hoffman) and Reading Assistants (Hoffman).*

2. *There is a significant difference between the reading comprehension gain scores of students taught by Remedial Reading Teachers and Reading Assistants (Hoffman).*

Figure 4

READING COMPREHENSION SCORES
READING IMPROVEMENT TEAMS
COMPARISONS OF READING ASSISTANTS (HOFFMAN), READING ASSISTANTS (NON-HOFFMAN) *AND* REMEDIAL READING TEACHERS
PRE-POST-GAINS
IOWA TESTS OF BASIC SKILLS
Spring, 1973 – Spring, 1974

(Students Present for Both Pre-and-Post- Tests)



Since the ITBS was administered in multiple settings, some students were not present for all of the subtests. This condition created variations in the numbers of students across subtests.

Hypothesis 1: There is a significant difference between the reading comprehension gain scores of students taught by Reading Assistants (Non-Hoffman) and Reading Assistants (Hoffman).

Results of t tests between Reading Assistants (Non-Hoffman) and Reading Assistants (Hoffman) are indicated below.

Grade 4 Pretest Results: Even though the t test results show no significant differences in all areas except reading, Reading Assistants (Non-Hoffman) in all areas scored slightly higher. (See Table 8.)

Grade 4 Post-Test Results: There is no significant differences between the groups in any areas. As in the pretest, the Reading Assistants (Non-Hoffman) were higher in all areas except vocabulary, where the means are the same.

The t test of gains showed no significant difference between the groups in terms of gains in any area, with Hoffman scoring slightly higher in all areas.

Grade 5 Pretest Results: Hoffman Group scored slightly higher than the Reading Assistant (Non-Hoffman) group. The t test shows a significant difference between the groups in all areas, favoring Hoffman, except reading. (See Table 9.)

Grade 5 Post-Test Results: The post-test results show no significant differences between the groups in all subtest areas except reading. Hoffman group scoring higher in all areas except vocabulary.

The t test of gains showed a significant difference between the groups in vocabulary favoring Non-Hoffman group, and no significant difference in all other areas. Reading assistants slightly higher in all areas except reading.

Grade 6 Pretest Results: There is a significant difference between the groups in vocabulary and composite, favoring Hoffman, with the Hoffman group also showing a higher score in all other areas. (See Table 10.)

Grade 6 Post-Test Results: The t test shows that in all areas there is no significant difference between the groups. Reading Assistants scored higher in the subtest areas of vocabulary, reading, arithmetic, the Hoffman group higher in language and composite.

TABLE 8

IOWA TESTS OF BASIC SKILLS
PRE-POST MEANS AND RESULTS OF T TESTS
READING ASSISTANTS (NON-HOFFMAN)
AND
READING ASSISTANTS (HOFFMAN)

GRADE 4

	READING ASSISTANTS		HOFFMAN		SEPARATE VARIANCE ESTIMATE	
PRETEST	NUMBER	MEAN	NUMBER	MEAN	*T VALUE	DEGREES OF FREEDOM
Vocabulary	516	2.78	224	2.74	.61 NS	408
Reading	517	2.66	225	2.52	3.06	441
Language	497	3.34	213	3.26	1.10 NS	395
Arithmetic	516	3.02	216	2.93	1.60 NS	401
Composite	492	3.03	207	2.96	1.42 NS	371
POST-TEST						
Vocabulary	527	3.86	227	3.86	.13 NS	428
Reading	527	3.51	227	3.43	1.30 NS	444
Language	509	4.07	220	4.01	.85 NS	449
Arithmetic	520	3.79	220	3.73	1.05 NS	435
Composite	507	3.85	219	3.78	1.07 NS	431
GAINS**						
Vocabulary	509	10.8	222	11.2	- .57 NS	410
Reading	511	8.5	223	9.3	- 1.15 NS	480
Language	477	7.5	204	7.8	- .56 NS	499
Arithmetic	502	7.7	208	7.9	- .36 NS	421
Composite	470	8.3	198	8.6	- .55 NS	473

* .05 level of significance

** Gains in 10 months

TABLE 9

IOWA TESTS OF BASIC SKILLS
PRE-POST MEANS AND RESULTS OF T TESTS
READING ASSISTANTS (NON-HOFFMAN)
AND
READING ASSISTANTS (HOFFMAN)

GRADE 5

	READING ASSISTANTS		HOFFMAN		SEPARATE VARIANCE ESTIMATE	
PRETEST	NUMBER	MEAN	NUMBER	MEAN	*T VALUE	DEGREES OF FREEDOM
Vocabulary	554	3.75	225	3.90	- 1.93	372
Reading	553	3.56	224	3.61	- .87 NS	371
Language	546	4.29	224	4.44	- 2.05	420
Arithmetic	555	3.88	225	4.03	- 2.59	395
Composite	545	3.94	223	4.07	- 2.47	391
POST-TEST						
Vocabulary	558	4.54	225	4.43	1.31 NS	499
Reading	558	4.21	225	4.36	- 2.23	376
Language	548	5.00	222	5.11	- 1.29 NS	392
Arithmetic	551	4.61	221	4.67	- .92 NS	372
Composite	547	4.65	221	4.72	- 1.06 NS	379
GAINS**						
Vocabulary	550	7.8	225	5.4	2.86	451
Reading	549	6.4	224	7.5	- 1.58 NS	388
Language	533	7.2	221	6.5	1.13 NS	382
Arithmetic	544	7.3	221	6.4	1.62 NS	406
Composite	531	7.2	219	6.5	1.69 NS	384

* .05 level of significance

** Gains in 10 months

TABLE 10

IOWA TESTS OF BASIC SKILLS
PRE-POST MEANS AND RESULTS OF T TESTS
READING ASSISTANTS (NON-HOFFMAN)
AND
READING ASSISTANTS (HOFFMAN)

GRADE 6

	READING ASSISTANTS		HOFFMAN		SEPARATE VARIANCE ESTIMATE	
PRETEST	NUMBER	MEAN	NUMBER	MEAN	*T VALUE	DEGREES OF FREEDOM
Vocabulary	623	4.43	294	4.67	- 2.95	488
Reading	622	4.25	294	4.34	- 1.64 NS	531
Language	615	5.05	294	5.18	- 1.80 NS	558
Arithmetic	619	4.76	294	4.83	- 1.29 NS	523
Composite	612	4.71	292	4.83	- 2.29	519
POST-TEST						
Vocabulary	620	5.34	293	5.29	.58 NS	681
Reading	620	5.19	293	5.17	.44 NS	550
Language	609	5.88	288	6.04	- 1.85 NS	549
Arithmetic	618	5.49	292	5.47	.30 NS	582
Composite	606	5.54	286	5.58	- .66 NS	572
GAINS**						
Vocabulary	618	9.1	291	6.3	3.20	623
Reading	617	9.4	291	8.3	1.52 NS	541
Language	599	8.4	286	8.7	- .41 NS	588
Arithmetic	610	7.4	290	6.4	1.68 NS	615
Composite	593	8.4	282	7.5	2.04	608

* .05 level of significance

** Gains in 10 months

The t test of gains showed a significant difference between the groups in the subtest area of vocabulary and in composite, favoring Non-Hoffman, with Reading Assistants (Non-Hoffman) scoring higher in all areas except language.

Grade 7 Pretest Results: Hoffman group showed higher scores in all areas except vocabulary, where the Reading Assistants showed a very slight increase over Hoffman group. The t test indicates that there is a significant difference in the areas of language and composite favoring Hoffman. (See Table 11.)

Grade 7 Post-Test Results: The post-test results show no significant differences in the areas of reading, arithmetic and composite with the Hoffman group scoring higher in all areas.

The t test shows no significant differences between the groups' gains in reading and vocabulary. The Hoffman group scoring higher in vocabulary, arithmetic and composite, the Reading Assistants (Non-Hoffman) scored slightly higher in reading and language.

Grade 8 Pretest Results: As indicated in Table 12 the difference between the groups are significant in all of the areas favoring Hoffman, except reading. Hoffman group scoring higher in all subtest areas and composite.

Grade 8 Post-Test Results: The results of the post-test indicates that in all areas there is no significant differences between the groups, with the Hoffman group scoring higher than Reading Assistants in all areas.

The differences in gains are significant in the subtest area of vocabulary and composite, favoring Non-Hoffman, with Reading Assistants (Non-Hoffman) scoring higher in all areas except reading. Hoffman group scored higher in reading.

Hypothesis 2: There is a significant difference between the reading comprehension gain scores of students taught by Remedial Reading Teachers and Reading Assistants (Hoffman).

Results of the t tests between Remedial Reading and Hoffman are indicated below:

Grade 4 Pretest Results: The t test results as indicated in Table 13 show that the differences were not significant in any areas. Hoffman scored higher in all areas.

Grade 4 Post-Test Results: There were no significant differences between Remedial Reading and Hoffman. The Hoffman group scored higher in the subtest areas of reading, language and composite. Remedial Reading scored slightly higher in vocabulary and came out even in arithmetic.

TABLE 11

IOWA TESTS OF BASIC SKILLS
PRE-POST MEANS AND RESULTS OF T TESTS
READING ASSISTANTS (NON-HOFFMAN)
AND
READING ASSISTANTS (HOFFMAN)

GRADE 7

	READING ASSISTANTS		HOFFMAN		SEPARATE VARIANCE ESTIMATE	
PRETEST	NUMBER	MEAN	NUMBER	MEAN	*T VALUE	DEGREES OF FREEDOM
Vocabulary	566	5.39	178	5.38	.14 NS	315
Reading	566	4.91	178	5.04	- 1.98 NS	293
Language	555	5.87	175	6.23	- 3.48	288
Arithmetic	560	5.49	173	5.55	- .69 NS	277
Composite	555	5.50	172	5.66	- 2.33	292
POST-TEST						
Vocabulary	566	5.59	177	6.15	- 3.70	243
Reading	566	5.84	177	5.94	- .96 NS	264
Language	564	6.71	173	7.10	- 3.11	269
Arithmetic	568	6.26	175	6.54	- 2.79 NS	251
Composite	562	6.23	172	6.57	- 3.75 NS	246
GAINS**						
Vocabulary	561	2.0	176	7.9	- 3.72	337
Reading	561	9.3	176	9.0	.24 NS	271
Language	548	8.7	169	8.4	.33 NS	270
Arithmetic	557	7.8	169	9.9	- 2.05	234
Composite	546	7.4	165	9.0	- 2.39	234

* .05 level of significance
** Gains in 10 months

TABLE 12

IOWA TESTS OF BASIC SKILLS
PRE-POST MEANS AND RESULTS OF T TESTS
READING ASSISTANTS (NON-HOFFMAN)
AND
READING ASSISTANTS (HOFFMAN)

GRADE 8

	READING ASSISTANTS		HOFFMAN		SEPARATE VARIANCE ESTIMATE	
PRETEST	NUMBER	MEAN	NUMBER	MEAN	*T VALUE	DEGREES OF FREEDOM
Vocabulary	509	5.72	140	6.21	- 3.83	210
Reading	509	5.41	140	5.46	- .64 NS	209
Language	507	6.56	139	6.95	- 2.97	213
Arithmetic	511	6.06	141	6.32	- 2.29	202
Composite	506	6.05	139	6.36	- 3.32	204
POST-TEST						
Vocabulary	512	6.48	141	6.53	- .34 NS	260
Reading	512	6.26	140	6.37	- .90 NS	213
Language	512	7.43	140	7.64	- 1.59 NS	238
Arithmetic	510	7.13	140	7.21	- .84 NS	225
Composite	509	6.97	140	7.09	- 1.37 NS	241
GAINS**						
Vocabulary	508	7.5	140	3.3	2.67	240
Reading	508	8.6	140	9.2	- .51 NS	205
Language	506	8.7	139	7.2	1.35 NS	181
Arithmetic	508	10.7	140	9.1	1.47 NS	203
Composite	502	9.1	138	7.5	2.09	189

* **.05 level of significance**

** Gains in 10 months

TABLE 13

IOWA TESTS OF BASIC SKILLS
PRE-POST MEANS AND RESULTS OF T TESTS
REMEDIAL READING
AND
READING ASSISTANTS (HOFFMAN)

GRADE 4

	REMEDIAL READING		HOFFMAN		SEPARATE VARIANCE ESTIMATE	
PRETEST	NUMBER	MEAN	NUMBER	MEAN	*T VALUE	DEGREES OF FREEDOM
Vocabulary	368	2.69	224	2.74	- .76 NS	487
Reading	368	2.44	225	2.51	- 1.43 NS	527
Language	349	3.20	213	3.26	- .83 NS	439
Arithmetic	360	2.92	216	2.93	- .16 NS	446
Composite	344	2.90	207	2.96	- 1.27 NS	435
POST-TEST						
Vocabulary	372	3.87	227	3.85	.21 NS	459
Reading	372	3.31	227	3.43	- 1.78 NS	456
Language	366	3.95	220	4.04	- .62 NS	495
Arithmetic	373	3.73	220	3.73	.05 NS	450
Composite	364	3.76	219	3.78	- .45 NS	466
GAINS **						
Vocabulary	362	11.8	222	11.2	.63 NS	474
Reading	362	8.7	223	9.3	- .84 NS	506
Language	340	7.5	204	7.8	- .52 NS	493
Arithmetic	355	8.0	208	7.9	.18 NS	427
Composite	334	8.5	198	8.6	- .17 NS	489

* .05 level of significance
** Gains in 10 months

Gains between the two groups showed no significant differences, with slightly higher Remedial Reading scores in the areas of vocabulary and arithmetic. Hoffman slightly higher in reading, language and composite.

Grade 5 Pretest Results: There is a significant difference between the two groups in all areas as indicated in Table 14, favoring Hoffman. Hoffman scored higher in all areas.

Grade 5 Post-Test Results: Results show significant differences between the two groups in all areas favoring Hoffman, which scored higher in all areas.

There were no significant differences in the gains of the two groups. Remedial Reading showing minimally higher scores in vocabulary, arithmetic and composite. Hoffman minimally higher in reading and language.

Grade 6 Pretest Results: Pretest differences were significant in all of the subtest areas favoring Hoffman, which scored higher in all areas. (See Table 15.)

Grade 6 Post-Test Results: The results show significant differences between the groups in all areas favoring Hoffman, which scored higher in all subtests.

The t test results show significant differences between the two groups in subtests gains of vocabulary and reading, favoring Remedial Reading group, with higher scores in these areas for Remedial Reading. Hoffman scored higher in language and arithmetic.

Grade 7 Pretest Results: The differences between the two groups were significant in areas of reading, language, and composite, favoring Hoffman, which scored higher in all areas. (See Table 16.)

Grade 7 Post-Test Results: Post-Test results as indicated by the t test showed no significant differences between the two groups in vocabulary and reading. Hoffman again scored higher than Remedial Reading in all areas.

In terms of gains the differences between the two groups were significant in the subtest areas of reading and arithmetic, favoring Hoffman; with Remedial Reading scoring higher than Hoffman in reading and language.

Grade 8 Pretest Results: The differences were not significant in reading and arithmetic as indicated in Table 17. Hoffman scored higher than Remedial Reading in all areas.

TABLE 14

IOWA TESTS OF BASIC SKILLS
PRE-POST MEANS AND RESULTS OF T TESTS
REMEDIAL READING
AND
READING ASSISTANTS (HOFFMAN)

GRADE 5

	REMEDIAL READING		HOFFMAN		SEPARATE VARIANCE ESTIMATE	
PRETEST	NUMBER	MEAN	NUMBER	MEAN	*T VALUE	DEGREES OF FREEDOM
Vocabulary	421	3.64	225	3.90	- 3.11	468
Reading	421	3.30	224	3.61	- 4.81	483
Language	413	4.07	224	4.44	- 4.65	487
Arithmetic	418	3.76	225	4.03	- 4.44	477
Composite	412	3.76	223	4.07	- 5.36	492
POST-TEST						
Vocabulary	418	4.23	225	4.43	- 2.56	477
Reading	418	4.04	225	4.36	- 4.23	462
Language	415	4.69	222	5.11	- 4.72	446
Arithmetic	414	4.46	221	4.67	- 2.88	443
Composite	411	4.43	221	4.72	- 4.47	440
GAINS**						
Vocabulary	417	5.8	225	5.4	.54 NS	495
Reading	417	7.4	224	7.5	- .08 NS	467
Language	407	6.4	221	6.5	- .23 NS	435
Arithmetic	411	6.9	221	6.4	.89 NS	443
Composite	402	6.7	219	6.5	.36 NS	439

* .05 level of significance

** Gains in 10 months

TABLE 15

IOWA TESTS OF BASIC SKILLS
PRE-POST MEANS AND RESULTS OF T TESTS
REMEDIAL READING
AND
READING ASSISTANTS (HOFFMAN)

GRADE 6

	REMEDIAL READING		HOFFMAN		SEPARATE VARIANCE ESTIMATE	
PRETEST	NUMBER	MEAN	NUMBER	MEAN	*T VALUE	DEGREES OF FREEDOM
Vocabulary	313	4.13	294	4.67	- 6.00	578
Reading	313	3.89	294	4.35	- 6.90	605
Language	310	4.80	294	5.18	- 4.56	597
Arithmetic	311	4.58	294	4.83	- 3.72	603
Composite	310	4.46	292	4.83	- 6.12	598
POST-TEST						
Vocabulary	313	5.05	293	5.29	- 2.34	560
Reading	313	4.91	293	5.17	- 3.13	589
Language	307	5.57	288	6.04	- 4.89	587
Arithmetic	306	5.20	292	5.47	- 3.37	592
Composite	305	5.25	286	5.58	- 4.79	584
GAINS**						
Vocabulary	312	9.2	291	6.3	2.62	588
Reading	312	10.2	291	8.3	2.26	595
Language	303	7.7	286	8.7	- 1.43 NS	587
Arithmetic	303	6.2	290	6.4	- .17 NS	591
Composite						

* .05 level of significance

** Gains in 10 months

TABLE 16

IOWA TESTS OF BASIC SKILLS
PRE-POST MEANS AND RESULTS OF T TESTS
REMEDIAL READING
AND
READING ASSISTANTS (HOFFMAN)

GRADE 7

	REMEDIAL READING		HOFFMAN		SEPARATE VARIANCE ESTIMATE	
PRETEST	NUMBER	MEAN	NUMBER	MEAN	*T VALUE	DEGREES OF FREEDOM
Vocabulary	278	5.16	178	5.38	- 1.89 NS	399
Reading	279	4.71	178	5.04	- 4.13	424
Language	276	5.81	175	6.23	- 3.74	347
Arithmetic	278	5.54	173	5.55	- .06 NS	364
Composite	274	5.42	172	5.66	- 3.14	366
POST-TEST						
Vocabulary	282	5.84	177	6.15	- 1.87 NS	337
Reading	282	5.83	177	5.94	- .91 NS	360
Language	281	6.68	173	7.10	- 3.12	335
Arithmetic	282	6.31	175	6.54	- 2.08	323
Composite	281	6.27	172	6.57	- 3.00	325
GAINS**						
Vocabulary	278	6.8	176	7.9	- .60 NS	321
Reading	279	11.2	176	9.0	1.96	362
Language	275	8.8	169	8.4	.49 NS	360
Arithmetic	278	7.8	169	9.9	- 1.94	314
Composite	273	8.5	165	9.0	- .63 NS	323

* .05 level of significance
** Gains in 10 months

TABLE 17

IOWA TESTS OF BASIC SKILLS
PRE-POST MEANS AND RESULTS OF T TESTS
REMEDIAL READING
AND
READING ASSISTANTS (HOFFMAN)

GRADE 8

	REMEDIAL READING		HOFFMAN		SEPARATE VARIANCE ESTIMATE	
PRETEST	NUMBER	MEAN	NUMBER	MEAN	*T VALUE	DEGREES OF FREEDOM
Vocabulary	304	5.92	140	6.21	- 2.09	284
Reading	304	5.37	140	5.46	- 1.01 NS	289
Language	304	6.52	139	6.95	- 3.07	257
Arithmetic	305	6.11	141	6.32	- 1.75 NS	254
Composite	300	6.09	139	6.36	- 2.68	259
POST-TEST						
Vocabulary	308	6.30	141	6.53	- 1.48 NS	271
Reading	308	6.31	141	6.37	- .54 NS	270
Language	306	7.22	141	7.64	- 2.94	296
Arithmetic	307	7.14	140	7.22	- .62 NS	304
Composite	306	6.88	140	7.09	- 2.19	301
GAINS**						
Vocabulary	303	3.8	140	3.3	.32 NS	273
Reading	303	9.4	140	9.2	.23 NS	281
Language	302	7.1	139	7.2	- .13 NS	218
Arithmetic	304	10.4	140	9.1	1.15 NS	245
Composite	298	8.0	138	7.5	.62 NS	232

* .05 level of significance
** Gains in 10 months

Grade 8 Post-Test Results: The t test results showed that significant differences exist between the two groups in the subtest areas of language and composite, favoring Hoffman, which scored higher in all areas.

There were no significant differences between the two groups in gains in any areas. Remedial Reading scored higher in all areas except language.

Results of Comparisons Between Part A Hoffman[3] and Part A Non-Hoffman Schools[4].

In grades 5 through 8 Part A Hoffman scored higher reading comprehension gains than Part A Non-Hoffman, with both groups scoring the same for fourth grade. The Part A Hoffman group showed an average gain of 9.6 months gain as compared to 8.4 months for the Part A Non-Hoffman group. Table 18 summarizes the comparison of the Part A Hoffman with Part A Non-Hoffman. Figure 5 presents this information graphically.

Results of Comparisons Between Part C Hoffman and Part C Non-Hoffman Schools.

In grades 4 through 7 Part C Non-Hoffman scored higher reading comprehension gains than Part C Hoffman, with Part C Hoffman higher in grade 8. Part C Hoffman showed an average gain of 7.6 months slightly lower than the 8.6 months gain of the Part C Non-Hoffman group. A summary of the comparison between the two groups is presented in Table 19, and graphically illustrated in Figure 6.

Results of Self-Concept Survey. The instrument "Would You?" (see Appendix C) was administered pre-post to a total of 913 randomly selected primary, middle and upper grade RIT students. A 5-point scale was used with 5.0 being the positive end (almost always) and 1.0 (almost never) being the negative end. An increase of post-scores over pre-scores was accepted as indication of improvement in self-concept of students. Primary students did not indicate an overall improvement even though there was an increase on 6 of the 16 items; middle grade students did show an overall improvement with increases on 10 of the 16 items; upper grade students showed an overall increase making gains on 11 of the 16 items. Table 20 summarizes this information.

Results of Reading Attitude Survey. In order to determine improvement in RIT students' attitude toward reading an instrument "How Much You Like" (see Appendix D) was administered pre-post to a total of 925 randomly selected primary, middle and upper grade RIT students. A 7-point scale was used with 7.0 being the positive end (Likes A Lot) and 1.0 (Likes A Little) being the negative end. An increase of post-scores over pre-scores was accepted as indication of improvement in reading attitude of students. Primary students did not show an overall increase although there was indication of improvement on two of the 10 items; middle grade students did not show an overall increase, the total number of items showing an increase (5) was equal to the number of items (5) showing a decrease or loss; upper grade students showed an overall increase with improvement on 6 of the 10 items. Table 21 summarizes this information.

[3] Part A Schools - Title I eligible schools with the lowest concentration of poverty as determined by ESEA Title I criteria - ADC.

[4] Part A Schools - Title I eligible schools with the highest concentration of poverty as determined by ESEA Title I criteria - ADC.

TABLE 18

READING COMPREHENSION SCORES
READING IMPROVEMENT TEAMS
PART A NON-HOFFMAN AND PART A HOFFMAN
PRE-POST GAINS
IOWA TESTS OF BASIC SKILLS (4-8)
SPRING, 1973 - SPRING, 1974

(Students Present for Both Pre- and Post-Tests)

Grade	Part A Non-Hoffman N	Part A Hoffman N	Part A Non-Hoffman Pretest	Part A Hoffman Pretest	Part A Non-Hoffman Post-Test	Part A Hoffman Post-Test	Part A Non-Hoffman Gains in 10 Months	Part A Hoffman Gains in 10 Months
4	316	113	2.5	2.4	3.4	3.4	9.0	9.0
5	314	113	3.4	3.3	4.1	4.1	7.0	8.0
6	345	111	4.1	4.2	5.0	5.2	8.0	10.0
7	230	84	4.8	5.0	5.8	6.1	9.0	11.0
8	282	96	5.3	5.4	6.3	6.5	9.0	10.0

Figure 5

READING COMPREHENSION SCORES
READING IMPROVEMENT TEAMS
PART A NON-HOFFMAN AND PART A HOFFMAN
PRE-POST GAINS
IOWA TESTS OF BASIC SKILLS (4-8)
Spring, 1973 - Spring, 1974

(Students Present for Both Pre- and Post-Tests)

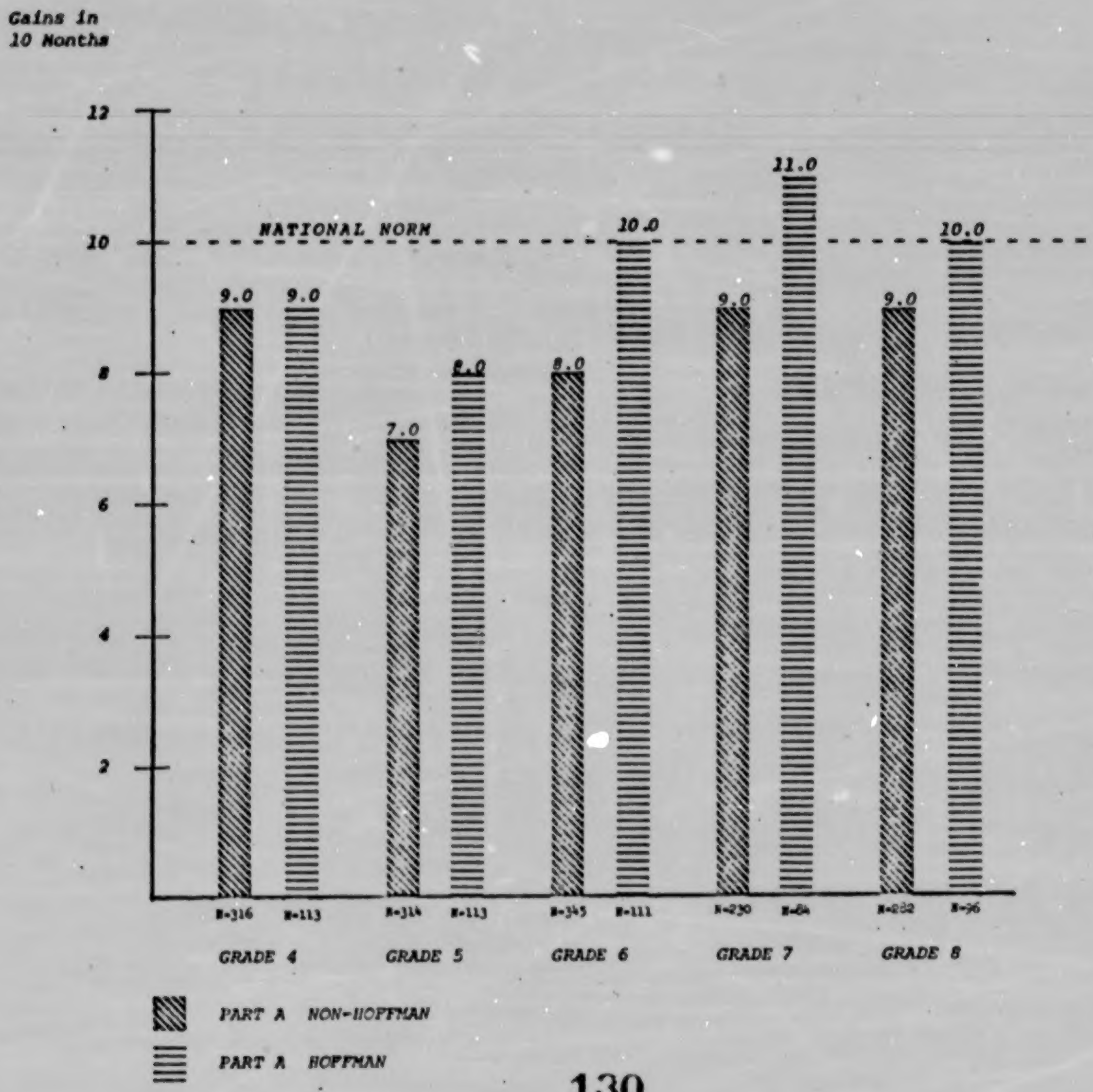


TABLE 19

READING COMPREHENSION SCORES
READING IMPROVEMENT TEAMS
PART C NON-HOFFMAN AND PART C HOFFMAN
PRE-POST GAINS
IOWA TESTS OF BASIC SKILLS (4-8)
SPRING, 1973 - SPRING, 1974

(Students Present for Both Pre- and Post-Tests)

Grade	Part C Non-Hoffman N	Part C Hoffman N	Part C Non-Hoffman Pretest	Part C Hoffman Pretest	Part C Non-Hoffman Post-Test	Part C Hoffman Post-Test	Part C Non-Hoffman Gains in 10 Months	Part C Hoffman Gains in 10 Months
4	327	162	2.5	2.7	3.4	3.4	8.0	7.0
5	396	215	3.4	3.6	4.1	4.2	7.0	6.0
6	377	255	4.0	4.2	5.1	5.0	10.0	8.0
7	356	118	4.7	4.9	5.8	5.7	10.0	8.0
8	388	122	5.3	5.5	6.1	6.4	8.0	9.0

Figure 6

READING COMPREHENSION SCORES
READING IMPROVEMENT TEAMS
PART C NON-HOFFMAN AND PART C HOFFMAN
PRE-POST GAINS
IOWA TESTS OF BASIC SKILLS (4-8)
Spring, 1973 - Spring, 1974

(Students Present for Both Pre- and Post-Tests)

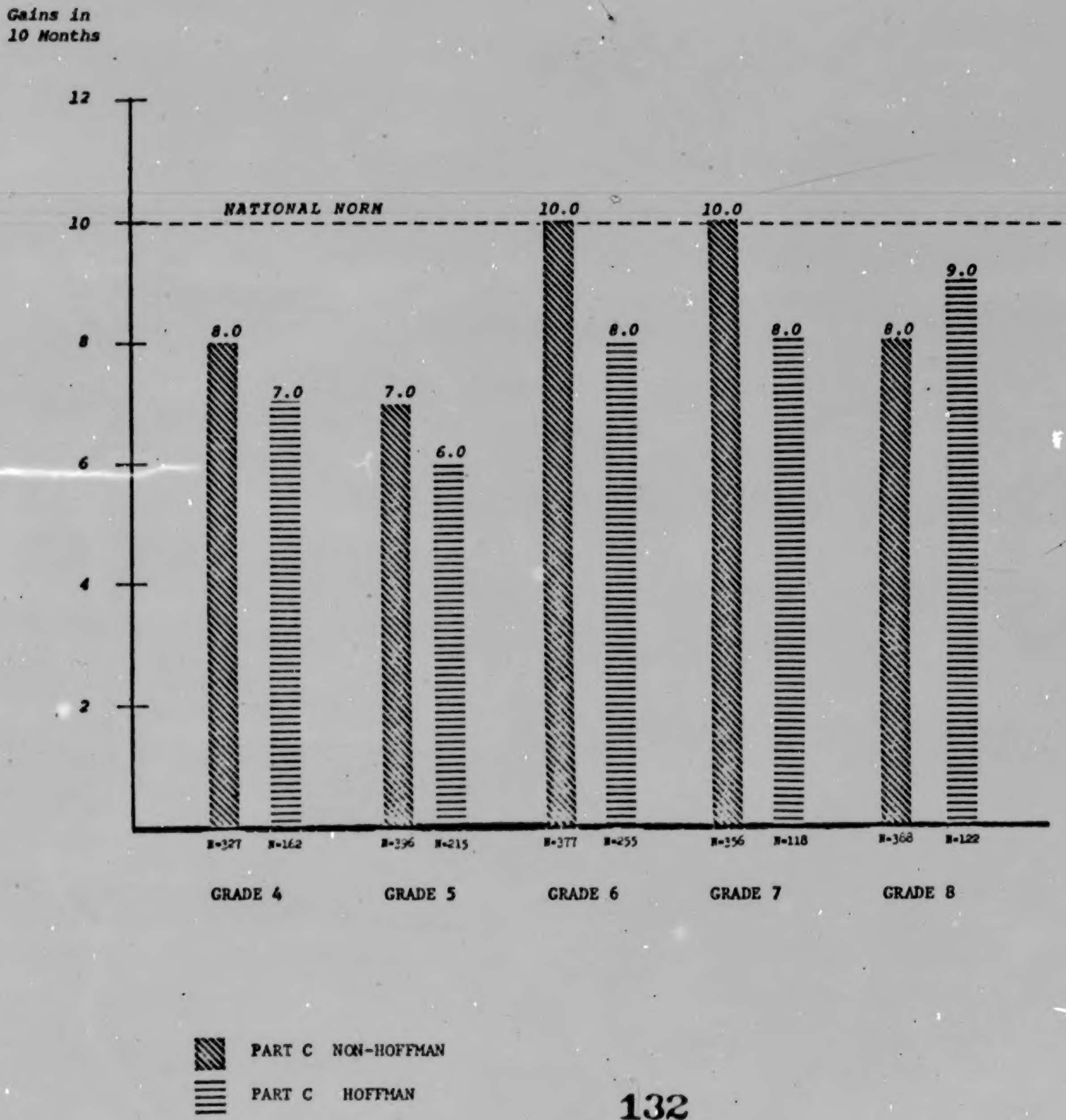


TABLE 20

SUMMARY CHART OF SELF-CONCEPT GAINS AND LOSSES FOR PRIMARY, MIDDLE AND UPPER GRADES READING IMPROVEMENT TEAM STUDENTS

FALL, 1973 - SPRING, 1974

(Students Present for Both Pre- and Post-Tests)

Total N = 913	PRIMARY		MIDDLE		UPPER	
Question	Gain	Loss	Gain	Loss	Gain	Loss
1	+		+		+	
2	+		+		+	
3	+			-	+	
4	+			-		-
5		-	+		+	
6		-		-	+	
7	+		+		+	
8		-	+		+	
9		-		-		-
10		-	+		+	
11		-		-		-
12		-	+		+	
13		-		-		-
14		-	+		+	
15	+		+			-
16		-	+		+	

TABLE 21

SUMMARY CHART OF READING ATTITUDE GAIN AND LOSSES FOR PRIMARY, MIDDLE AND UPPER GRADES READING IMPROVEMENT TEAM STUDENTS

FALL, 1973 - SPRING, 1974

(Students Present for Both Pre- and Post-Tests)

Total N = 925	PRIMARY		MIDDLE		UPPER	
Question	Gain	Loss	Gain	Loss	Gain	Loss
1		-		-	+	
2		-	+			-
3	+		+			-
4		-	+		+	
5		-	+		+	
6		-		-		-
7		-		-		-
8		-		-	+	
9	+			-	+	
10		-	+		+	

Results of Reading Improvement Team Questionnaire. As part of the 1973-74 RIT Title I Evaluation, a Reading Improvement Team Questionnaire was sent in January, 1974 to each team member of each RIT in the system. Of 1,425 questionnaires sent out, 690 or 48% were returned. Although the 48% return rate is considered by this Evaluator as inadequate, it is hoped that the results will provide some basis for future attempts to answer questions concerning the compatibility of RIT members as they go about their work as a team.

The questionnaire consisted of 61 items, divided into 3 sections. Section 1 dealt with team meetings; section 2 was concerned with Curriculum Specialists; and section 3 provided respondents with an opportunity to give final reactions to the questionnaire. (See Appendix E.)

Scoring of the instrument was done in the following manner: Questions 1 and 2, 40 through 45, and 59 through 61 were tallied for total number of responses to each item; Questions 3 through 39 represented the compatibility score[5], with a possible maximum score of 222; Questions 46 through 57 were used to determine a Curriculum Specialist's score[6], with a possible maximum score of 72.

Of the 690 respondents, 384 or 56% indicated that their team met at least once a month; the length of RIT meetings, as indicated by 641 or 93% of the respondents, was approximately one-half hour to an hour. A majority of respondents indicated that 26% to 75% of meeting time was spent on information giving, and similarly that the same amount of time was spent on problem solving. Respondents also indicated that 26% to 75% of the time should be spent on information giving and problem solving.

There were 547 or 79% of the respondents indicating that they did have a curriculum specialist working with their team, while 143 or 21% indicated that they did not. Of the total number of respondents, 448 or 65% indicated some contact with their curriculum specialist as compared to 242 or 35% that indicated no contact.

In terms of time spent in filling out the questionnaire, 423 or 61% of the respondents took from 15 to 30 minutes; 173 or 25% took from 1 hour to 1½ hours; 94 or 14% spent 2 hours or more. Of 690 respondents, 388 or 56% felt annoyed or bored while filling out the questionnaire; 261 or 38% felt curious or frustrated; and 41 or 6% felt committed or were frank. Also, respondents indicated that they felt mistrustful or resentful while filling out the questionnaire. Some of the questions were especially difficult, confusing or ambiguous to 634 or 92% of the respondents. Table 22 presents a complete summary of tallied questions.

A comparison by districts of RITs actual compatibility score and curriculum specialist score to the average (scoring above the average was considered as "high") for each component shows the following: Principals in Districts x and y had a compatibility score above the average of 159.9 for principals; and in Districts x, y, and w, principals had scores equal to or above the average

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[5] The compatibility score represents how members feel about their relationship to other members on the team.

[6] The curriculum specialist score represents how team members feel about the curriculum specialist's relationship to the team.

TABLE 22
SUMMARY OF READING IMPROVEMENT TEAM QUESTIONNAIRE
TALLY OF SELECTED QUESTIONS
JANUARY, 1974
TOTAL N = 690

Question Number		Number Responding	Percent of Total
1.	How often does team meet?		
	Weekly - Monthly	384	56
	Every Two Months - Once each Semester	263	38
	Once yearly - Never	43	6
2.	Length of typical meeting.		
	Less than ½ hour - 1 hour	641	93
	1 - 3 hours	44	6
	More than 3 hours	5	1
40.	Percentage of time spent on information giving.		
	Less than 10% - 25%	229	33
	26% - 75%	377	55
	76% - 100%	84	12
41.	Percentage of time spent on problem solving.		
	Less than 10% - 25%	225	33
	26% - 75%	410	59
	76% - 100%	55	8
42.	Percentage of time that should be spent on problem solving.		
	Less than 10% - 25%	272	39
	26% - 75%	379	55
	76% - 100%	39	6
43.	Percentage of time that should be spent on problem solving.		
	Less than 10% - 25%	156	23
	26% - 75%	436	63
	76% - 100%	98	14
44.	Do you have a curriculum specialist working with your team?		
	Yes	547	79
	No	143	21
45.	Have you had any contact with this person?		
	Some contact	448	65
	No contact	242	35
58.	About how long did you spend in filling out the questionnaire?		
	15 min. - 30 min.	423	61
	1 hour - 1½ hours	173	25
	2 hours - more than 2 hours	94	14
59.	Feelings while filling out instrument.		
	Annoyed - Bored	388	56
	Committed - Frank	41	6
	Curious - Frustrated	261	38
60.	Feelings while filling out instrument.		
	Interested, Stimulated	83	12
	Mistrustful - Resentful	603	87
	Tired - Uncertain	4	1
61.	Did you find any of the questions especially difficult, confusing, or ambiguous?		
	Yes	634	92
	No	56	8

curriculum specialist score of 53.5; Reading Assistants in Districts w and v scored below the average compatibility score, while Reading Assistants in Districts y and v had curriculum specialist scores below the average score of 52.7; Remedial Reading teachers in Districts x and y scored above the average compatibility score of 157.2; and in Districts z, w, and v Remedial Reading teachers scored below the average curriculum specialist score of 54.9; Aides in Districts x and z scored above the average compatibility score of 160.6; the average curriculum specialist score of 51.5 was surpassed by Aides in Districts x, z, and w; RIT teachers in Districts x and v scored above the average compatibility score of 150.9, and RIT teachers in Districts x, z, and w scored above the average curriculum specialist score of 34.6; Teams in Districts x, y, and w showed compatibility scores above the average team score of 150.7, while teams in Districts x, z, and w showed curriculum specialist scores higher than the average team score of 43.9. (See Table 23.) The comparison by districts of RITs actual compatibility scores and curriculum specialist scores indicate that there is a significant correlation between compatibility and curriculum specialist scores at the .001 level determined by employment of the Pearson Correlation statistic. Two of the five districts showed all Team components scoring above the average compatibility and curriculum specialist scores.

Results of Title I Curriculum Specialists Interviews. In an effort to secure feedback from all Title I Curriculum Specialists relative to their on-site monitoring of Title I programs, this Evaluator conducted personal interviews with each of the five Title I Curriculum Specialists. (See Appendix F.)

These interviews indicated that Title I Curriculum Specialists were visiting most of their supervised RIT sites and that during these visits RITs were observed employing individualized teaching techniques and attempting innovative approaches to the teaching-learning process. Requests from RIT teachers for assistance was not as numerous nor as frequent as in prior years. All of the Title I Specialists indicated that they did not have adequate time to provide the kind of assistance required for effective on-site monitoring of the RIT program. Included among the reasons given were: (1) monitoring responsibilities for a preponderance of Title I programs, (2) various and sundry requests for assistance from non-Title I District personnel, (3) other Title I responsibilities such as monitoring entire budget for RIT and R/15 programs, selection of program personnel, responsibility for all inventories of Title I programs, devising training for personnel of new Title I programs, providing district inservice for personnel of Title I programs, and many committee responsibilities.

Suggestions given for improving the RIT program included the following: assign fewer students to the Reading Assistant, provide time during school day for team meetings, continue and expand Title I Inservice Workshops for RITs, RIT Evaluator provide Title I Curriculum Specialists with more frequent feedback on results of any evaluative efforts concerning RIT.

Many RIT teachers, as indicated by the specialists, were using ideas from Title I Inservice workshops, and noticeable changes in RIT teachers' behavior attributable to Inservice Center workshops were reported. All Title I Curriculum Specialists were involved in some way with parents of RIT students.

As a result of interest in the involvement of parents and the participation of citizens in the decision-making process this Evaluator attended meetings of the Title I Advisory Committee. Results of the committee's activities were prepared and presented in written form by the Planning and Program Development

TABLE 23

READING IMPROVEMENT TEAM QUESTIONNAIRE
SUMMARY OF COMPATIBILITY AND CURRICULUM SPECIALIST SCORES

JANUARY, 1974

District	Score*	Principals	Reading Assistants	Remedial Reading Teachers	Aides	RIT Teachers	Teams
x	C	178.6	180.3	183.0	182.9	169.9	168.4
	CS	59.4	58.5	60.4	52.8	38.8	46.3
y	C	162.3	161.2	167.2	155.5	146.5	152.9
	CS	53.8	48.8	57.9	49.0	25.3	42.4
z	C	154.0	162.3	150.1	162.6	137.8	133.5
	CS	51.0	53.8	51.8	53.8	37.0	44.4
w	C	150.3	147.5	142.8	151.5	146.7	150.4
	CS	53.1	54.0	53.1	56.0	40.6	45.3
v	C	154.5	152.3	142.8	150.3	153.4	148.5
	CS	50.3	48.2	51.5	45.9	31.3	41.1
Average Scores:	C	159.9	160.7	157.2	160.6	150.9	150.7
	CS	53.5	52.7	54.9	51.5	34.6	43.9

* C - Compatibility - represents how members feel about their relationship to other members on the team.

CS - Curriculum Specialist - represents how team members feel about the Curriculum Specialist's relationship to the Team.

Division of the St. Louis Public Schools. This information is presented in Appendix G under the heading "Title I Advisory Committee Recommendations For 1974-75 and Priority Ranking Of Programs." As indicated in the committee's recommendation section RIT received the second highest priority rating, yet this rating gives RIT higher priority than any of the Title I programs which were in operation during 1972-1973.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions and Findings. The following list of conclusions and findings are based on the various data sources:

1. *RITs for the most part fell somewhat short of their achievement objective of 10 months gain for the year.*
2. *RIT students' gain on the ITBS (grades 4-8) was substantially greater than that made by their fellow classmates who made up the Control group.*
3. *Reading skills of RIT students were improved.*
4. *Middle and upper grade RIT students' self-concept scores increased as a result of being in the program.*
5. *Primary RIT students have not indicated overall improvement in their self-concept scores.*
6. *RITs were more successful in improving the self-concept of upper grade RIT students than they were in improving self-concept of primary and middle grade students.*
7. *There is little or no difference between reading comprehension gains made by RIT and R/15 students on standardized tests; therefore, it may be assumed that both programs are viable means of improving students' reading comprehension.*
8. *Students in RIT program made substantially better gains than did students city-wide.*
9. *There is no difference in the overall gains of students taught by Remedial Reading Teachers and Reading Assistants.*
10. *Gains of Remedial Reading Teachers' students were higher in the upper grades (6, 7, 8) than they were in the middle grades (4 & 5).*
11. *Gains made by RIT, R/15, and city-wide students were down from previous years.*

12. *In general, there are no significant differences between the Reading Assistant (Non-Hoffman) and the Reading Assistant (Hoffman).*

13. *There are no significant differences between Remedial Reading Teachers and Hoffman, although Hoffman scored higher consistently in the upper grades (6, 7, 8).*

14. *Gains of students in Hoffman program increased with each level. Hoffman appears to do better in the upper grades than in the lower grades.*

15. *Hoffman, a first-year program, has done as well as the third year components of RIT (Non-Hoffman Reading Assistants and Remedial Reading Teachers). Hoffman's second year gains should surpass the gains made by the other components of RIT.*

16. *In grades 4 through 8, Hoffman Part A is not significantly different from Non-Hoffman Part A with Hoffman means slightly higher in grades 5, 6, 7 and 8.*

17. *In grades 4 through 8, Hoffman Part C is not significantly different from Non-Hoffman Part C. Hoffman scored lower than Non-Hoffman.*

18. *Title I Curriculum Specialists do not have adequate time to provide the kind of assistance needed by RITs.*

[redacted]

20. *Some RIT members did not have any contact with their Curriculum Specialist during the year.*

21. *Some Principals and some Remedial Reading Teachers do not view themselves as active members of RIT.*

22. *RITs are adhering to the guidelines set for student enrollment, average class size, number of instructional periods per day and length of instructional periods.*

23. *Reading Assistants, in general, provided inservice training for their teams.*

24. *Curriculum Specialists had a positive effect on RIT effectiveness.*

Recommendations. The following recommendations for program improvement are made based on the results and conclusions derived from the various sources of data used in this evaluation:

1. *Greater emphasis should be placed on increasing the supervision and/or monitoring of the RIT program in order to provide greater assistance to RIT members.*

2. *More emphasis by administrators of RIT program on the concept of teamwork inherent in the RIT approach, especially the team members' relationships and responsibilities to each other.*

3. *Principals and Curriculum Specialists should be encouraged to exert more leadership in RIT program.*

4. *Reading Assistants should be provided with more inservice meetings focused on individualizing reading instruction.*

5. *Workshops in developing positive student self-concepts and reading attitudes should be provided for RITs.*

[redacted]

7. *Curriculum Specialists should make regular on-site visits to all of their assigned Reading Improvement Teams.*

8. *Curriculum Specialists should be encouraged to schedule regular inservice meetings for Reading Assistants and Remedial Reading Teachers based on observed and requested needs.*

9. *Continue the Hoffman Program in all present locations.*

10. *Expand the Hoffman Program in the upper grades.*

11. *The second year evaluation of Hoffman gains should involve some comparative measures of first and second year operations.*

12. *Reading Assistants should continue to provide inservice training for their teams.*

13. *RIT program should be continued as an effective means of improving the reading skills of Title I students.*

APPENDIX A

PRIMARY READING IMPROVEMENT TEAMS
FREQUENCY DISTRIBUTION OF GAINS ON READING SCORES, GATES MACGINITIE TEST
SPRING, 1973 TO SPRING, 1974
GRADE 2

FRE-QUENCY	CUM. FRE-QUENCY	PERCEN-TILE RANK	GROWTH IN MONTHS
1	1347	99	62
0	1346	99	61
0	1346	99	60
0	1346	99	59
0	1346	99	58
0	1346	99	57
0	1346	99	56
0	1346	99	55
0	1346	99	54
0	1346	99	53
0	1346	99	52
0	1346	99	51
0	1346	99	50
0	1346	99	49
0	1346	99	48
0	1346	99	47
0	1346	99	46
0	1346	99	45
0	1346	99	44
0	1346	99	43
0	1346	99	42
0	1346	99	41
0	1346	99	40
0	1346	99	39
0	1346	99	38
0	1346	99	37
0	1346	99	36
0	1346	99	35
0	1346	99	34
1	1346	99	33
2	1345	99	32
1	1343	99	31
3	1342	99	30
4	1339	99	29
1	1335	99	28
4	1334	99	27
6	1330	99	26
5	1324	98	25
6	1319	98	24
6	1313	97	23
11	1307	97	22
13	1296	96	21
19	1283	95	20
11	1264	93	19
19	1253	92	18
20	1234	91	17
18	1214	89	16
19	1196	88	15
15	1177	87	14
27	1162	85	13
40	1135	83	12
64	1095	79	11
92	1031	73	10
78	939	67	9
78	861	61	8
81	783	55	7
86	702	49	6
63	616	43	5
82	553	38	4
101	471	31	3
119	370	23	2
92	251	15	1
71	159	9	0
36	88	5	-1
28	52	3	-2
13	24	1	-3
4	11	1	-4
3	7	1	-5
2	4	1	-6
0	2	1	-7
1	2	1	-8
1	1	1	-9

GAINS MEAN	7.1	MONTHS
GAINS MEDIAN	6	MONTHS
GAINS VARIANCE	44.49	
NUMBER OF STUDENTS	1347	

APPENDIX B

.PRIMARY READING IMPROVEMENT TEAMS
FREQUENCY DISTRIBUTION OF GAINS ON READING SCORES, GATES MacGINITIE TEST
SPRING, 1973 TO SPRING, 1974
GRADE 3

FREQUENCY	CUMULATIVE FREQUENCY	PERCENTILE RANK	GROWTH IN MONTHS
1	989	99	36
0	988	99	35
1	988	99	34
2	987	99	33
0	985	99	32
0	985	99	31
2	985	99	30
2	983	99	29
2	981	99	28
4	979	99	27
3	975	98	26
4	972	98	25
5	968	98	24
1	963	97	23
8	962	97	22
6	954	96	21
6	948	96	20
9	942	95	19
12	933	94	18
16	921	92	17
24	905	90	16
19	881	88	15
22	862	86	14
38	840	83	13
41	802	79	12
47	761	75	11
47	714	70	10
51	667	65	9
66	616	59	8
58	550	53	7
76	492	46	6
59	416	39	5
55	357	33	4
58	302	28	3
60	244	22	2
43	184	16	1
42	141	12	0
33	99	8	- 1
14	66	6	- 2
10	52	5	- 3
9	42	4	- 4
8	33	3	- 5
7	25	2	- 6
8	18	1	- 7
4	10	1	- 8
2	6	1	- 9
1	4	1	-10
0	3	1	-11
0	3	1	-12
1	3	1	-13
0	2	1	-14
0	2	1	-15
0	2	1	-16
0	2	1	-17
0	2	1	-18
0	2	1	-19
1	2	1	-20
0	1	1	-21
1	1	1	-22

GAINS MEAN	7.2	MONTHS
GAINS MEDIAN	6	MONTHS
GAINS VARIANCE	48.18	
NUMBER OF STUDENTS	989	

APPENDIX C

School ______________ ______ ☐ Public ☐ Primary
District ________________ ☐ Nonpublic ☐ Middle
☐ Upper

WOULD YOU?

Directions: See how well you can describe yourself. Mark the box that tells how you feel about yourself. Here is a sample:

How often do you have a dollar in your pocket?

[ ] Almost never [ ] Not very often [ ] About half the time [ ] Most of the time [ ] Almost Always

If you think you have a dollar in your pocket about half the time, put a mark in the box [✓] before "about half the time."

Remember, none of the questions have right or wrong answers. They are just ways to describe yourself. Raise your hand if you have any questions.

---

1. How often do you feel free to say what you really think?

[ ] Almost never [ ] Not very often [ ] About half the time [ ] Most of the time [ ] Almost Always

2. How often do you try to make things turn out the way you want?

[ ] Almost never [ ] Not very often [ ] About half the time [ ] Most of the time [ ] Almost Always

3. How often are you a leader when friends are around?

[ ] Almost never [ ] Not very often [ ] About half the time [ ] Most of the time [ ] Almost Always

4. How often do you feel left out of things?

[ ] Almost never [ ] Not very often [ ] About half the time [ ] Most of the time [ ] Almost Always

5. How often do you think that good grades are important to you?

[ ] Almost never [ ] Not very often [ ] About half the time [ ] Most of the time [ ] Almost Always

6. How often do you think the teacher likes to teach you?

[ ] Almost never [ ] Not very often [ ] About half the time [ ] Most of the time [ ] Almost Always

7. How often do you feel smart enough to work hard problems?

[ ] Almost never [ ] Not very often [ ] About half the time [ ] Most of the time [ ] Almost Always

8. How often do you learn from your mistakes and try not to do them again?

[ ] Almost never [ ] Not very often [ ] About half the time [ ] Most of the time [ ] Almost Always

9. How often, when you are home, do you and your parents talk about your school work?

[ ] Almost never [ ] Not very often [ ] About half the time [ ] Most of the time [ ] Almost Always

10. How often do you read books or magazines, other than for school work?

[ ] Almost never [ ] Not very often [ ] About half the time [ ] Most of the time [ ] Almost Always

11. How often do you feel like coming to school in the morning?

[ ] Almost never [ ] Not very often [ ] About half the time [ ] Most of the time [ ] Almost Always

12. How often do you make up your own mind instead of listening to other kids?

[ ] Almost never [ ] Not very often [ ] About half the time [ ] Most of the time [ ] Almost Always

13. How often do you stick to a hard job until you finish it?

[ ] Almost never [ ] Not very often [ ] About half the time [ ] Most of the time [ ] Almost Always

14. How often do you feel happy to be who you are?

[ ] Almost never [ ] Not very often [ ] About half the time [ ] Most of the time [ ] Almost Always

15. How often do you work hard even if the reward or payoff isn't soon?

[ ] Almost never [ ] Not very often [ ] About half the time [ ] Most of the time [ ] Almost Always

16. How often do you like to decide things for yourself?

[ ] Almost never [ ] Not very often [ ] About half the time [ ] Most of the time [ ] Almost Always

APPENDIX D[1]
HOW MUCH YOU LIKE

School______________________ ☐ Public ☐ Primary

District_____________________ ☐ Non-Public ☐ Middle

☐ Upper

Since all people are different, they like different things and they like them in different amounts. We would like to learn HOW MUCH YOU LIKE certain things about school.

The way to show your likes is this:

(1) The more you like something, the more points you give it.

(2) The things you like very little, you mark 1.

(3) The things you like very much, you mark 7.

(4) You can choose any number from 1 to 7.

(5) Mark the number you choose by drawing a circle around it.

1. Playing games or sports at school.

   Like a little 1 2 3 4 5 6 7 Like a lot

2. Being in a school that has a library.

   Like a little 1 2 3 4 5 6 7 Like a lot

3. Learning how to read and write well.

   Like a little 1 2 3 4 5 6 7 Like a lot

4. Learning about people and places.

   Like a little 1 2 3 4 5 6 7 Like a lot

5. Learning about arithmetic or mathematics.

   Like a little 1 2 3 4 5 6 7 Like a lot

6. Being where there are many others my own age.

   Like a little 1 2 3 4 5 6 7 Like a lot

7. Reading books and magazines.

   Like a little 1 2 3 4 5 6 7 Like a lot

8. Writing about things.

   Like a little 1 2 3 4 5 6 7 Like a lot

9. Listening to someone read a story.

   Like a little 1 2 3 4 5 6 7 Like a lot

10. Reading a story to someone.

   Like a little 1 2 3 4 5 6 7 Like a lot

---

[1] *Dr. Daniel N. Fader and Dr. Elton B. McNeil. Hooked On Books: Program & Proof. Berkeley Publishing Corporation, New York; 1966.*

APPENDIX E[1]
READING IMPROVEMENT TEAMS
QUESTIONNAIRE

As part of the 1973-74 Title I evaluation, we are asking your cooperation in completing the following questionnaire. This instrument is designed to provide information concerning the concept of Reading Improvement Teams.

Directions for marking answer sheet:

1. Please print your school and district in space provided on answer sheet.

2. Location Code - in the four columns marked with the heavy black lines located below Location Code, please fill in your school code, using only one column per number.

3. Team No. - if there is only one RIT in your school, please fill in No. 1. If there are two RIT teams in your school, Team No. is to be designated (Number 1 or 2) alphabetically according to last name of Reading Assistant of your RIT, i.e. Ms. Jones, Ms. Williams.

   RIT's working with Ms. Jones would be Team No. 1, and RIT's working with Ms Williams would be Team No. 2. Principals should use Team No. 1 if there is only one team, Team No. 2 if there are two teams.

4. Position - in right hand corner please put an X beside your position; then using the number indicated for your position fill in column beneath position.

Please complete the questionnaire by marking your answers on the answer sheet and return both questionnaire and answer sheet to your RIT's Reading Assistant by January 15, 1974.

Each Reading Assistant should return all of his/her RIT teams' questionnaires and completed answer sheets to Lincoln Daniels, Evaluator, 1517 S. Theresa, St. Louis, Mo. 63104 on or before January 18, 1974.

Following is an example of how to mark the answer sheets.

Categories

1	2	3	4	5	6
(Never)	(Rarely)	(Sometimes)	(Often)	(Frequently)	(Always)

X. The sun appears to set in the west.

Answer Sheet

.0. .5.
.1. .6.
.2. .7.
.3. .8.
.4. .9.

Answer 6 (Always) has been marked for Example X and shows that you believe the sun Always sets in the west.

---

[1] Miles, Matthew B. Meetings. Educational Resources Information Center (ERIC) Vol. I, Microfiche No. ED042266

Y. Teachers should encourage absenteeism in their students.

Answer Sheet

.0.
.1.
.2.
.3.
.4.
.5.
.6.
.7.
.8.
.9.

Answer 2 (Rarely) has been marked for Example Y and shows that you believe student absenteeism should Rarely be encouraged by the teacher.

Now please begin with Item 1 and complete all items.

Probably your team holds a lot of meetings, and much depends on their quality. We would like to consider your team meetings.

1. How often does it meet?

Weekly	Every two weeks	Monthly	Every two months	Once each semester	Once yearly	Never
1	2	3	4	5	6	7

2. Length of typical meeting.

Less than 1/2 hr.	1/2 hr. to 1 hr.	1-2 hrs.	2-3 hrs.	More than 3 hrs.
1	2	3	4	5

Now please consider what usually or typically happens in this meeting. For each of the items below (number 3 through 39) choose one of the numbers and mark it on your answer sheet.

1. This is not typical at all; it never happens.
2. This is quite untypical it rarely happens.
3. This is more untypical than typical, though it does happen some.
4. This is more typical than not, but it doesn't happen a lot.
5. This is fairly typical of this meeting; it happens quite often.
6. This is very typical of this meeting; it happens repeatedly.

3. When problems come up in the meeting, they are thoroughly explained until everyone understands what the problem is.

1 2 3 4 5 6

4. The first solution proposed is often accepted by the team.

1 2 3 4 5 6

5. Team members come to the meeting not knowing what is to be presented or discussed.

1 2 3 4 5 6

6. People ask why the problem exists, what the causes are.

1 2 3 4 5 6

7. There are many problems which team members are concerned about which never get on the agenda.

1 2 3 4 5 6

8. There is a tendency to propose answers without really having thought the problem and its causes through carefully.

1 2 3 4 5 6

9. The team discusses the pros and cons of several different alternate solutions to a problem.

1 2 3 4 5 6

10. Team members bring up extraneous or irrelevant matters.

1 2 3 4 5 6

11. The average person in the meeting feels that his ideas have gotten into the discussion.

1 2 3 4 5 6

12. Someone summarizes progress from time to time.

1 2 3 4 5 6

13. Decisions are often left vague--as to what they are, and who will carry them out.

1 2 3 4 5 6

14. Either before the meeting or at its beginning, any team member can easily get items on to the agenda.

1 2 3 4 5 6

15. Team members are afraid to be openly critical or make good objections.

1 2 3 4 5 6

16. The team discusses and evaluates how decisions from previous meetings worked out.

1 2 3 4 5 6

17. Team members do not take the time to really study or define the problem they are working on.

1 2 3 4 5 6

18. The same few team members seem to do most of the talking during the meeting.

1 2 3 4 5 6

19. Team members hesitate to give their true feelings about problems which are discussed.

1 2 3 4 5 6

20. When decision is made, it is clear who should carry it out, and when.

1 2 3 4 5 6

21. There is a good deal of jumping from topic to topic--it's often unclear where the group is on the agenda.

1 2 3 4 5 6

22. From time to time in the meeting, members openly discuss the feelings and working relationships of the team.

1 2 3 4 5 6

23. The same problems seem to keep coming up over and over again from meeting to meeting.

1 2 3 4 5 6

24. Team members don't seem to care about the meeting, or want to get involved in it.

1 2 3 4 5 6

25. When the group is thinking about a problem, at least two or three different solutions are suggested.

1 2 3 4 5 6

26. When there is disagreement, it tends to be smoothed over or avoided.

1 2 3 4 5 6

27. Some very creative solutions come out of this group.

1 2 3 4 5 6

28. Many people remain silent.

1 2 3 4 5 6

29. When conflicts over decisions come up, the group does not avoid them, but really stays with the conflict and works it through.

1 2 3 4 5 6

30. The results of the group's work are not worth the time it takes.

1 2 3 4 5 6

31. Team members give their real feelings about what is happening during the meeting itself.

1 2 3 4 5 6

32. Team members feel very committed to carrying out the solutions arrived at by the group.

1 2 3 4 5 6

33. When the group is supposedly working on a problem, it is really working on some other "under the table" problem.

1 2 3 4 5 6

34. Team members feel antagonistic or negative during the meeting.

1 2 3 4 5 6

35. There is no follow-up of how decisions reached at earlier meetings worked out in practice.

1 2 3 4 5 6

36. Solutions and decisions are in accord with the principal's point of view, but not necessarily with the rest of the team members.

1 2 3 4 5 6

37. There are splits or deadlocks between factions or subgroups.

1 2 3 4 5 6

38. The discussion goes on and on without any decision being reached.

1 2 3 4 5 6

39. Team members feel satisfied or positive during the meeting.

1 2 3 4 5 6

Meetings vary according to their primary focus of attention. They may be mainly focused on information-giving--making announcements, explaining plans or rules, dealing with routine matters. Or they may be mainly focused on problem-solving--discussion and decision, working out answers to problems on the spot.

Thinking of the team meetings, mark your answer sheet to indicate what percentage of time you estimate is actually spent on these two kinds of activities?

40. Information giving

1	2	3	4	5
Less than (10%)	(10-25%)	(26-50%)	(51-75%)	(76-100%)

41. Problem solving

1	2	3	4	5
Less than (10%)	(10-25%)	(26-50%)	(51-75%)	(76-100%)

Now still thinking of the team meetings, what percentage of time do you think should be spent on these two types of activities, as far as you are concerned.

42. Information giving

1	2	3	4	5
Less than (10%)	(10-25%)	(26-50%)	(51-75%)	(76-100%)

43. Problem solving

1	2	3	4	5
Less than (10%)	(10-25%)	(26-50%)	(51-75%)	(76-100%)

CURRICULUM SPECIALISTS

44. Do you have a curriculum specialist working with your team?

1. Yes
2. No

45. Have you had any contact with this person.

1. I have had some contact
2. I have had no contact

Now, thinking of the person you have indicated in the space above, to what extent does he or she engage in the following kinds of behavior? Please indicate on your answer sheet the one number in each row that best describes the behavior of this person.

	Never	Almost never	Occasionally	Frequently	Almost always	Always
46. Gives team members the feeling that their work is an "important" activity.	1	2	3	4	5	6
47. Gives team members the feeling that they can make significant contributions to improving the classroom performance of their students.	1	2	3	4	5	6
48. Takes a strong interest in team members professional development.	1	2	3	4	5	6

	Never	Almost never	Occasionally	Frequently	Almost always	Always
49. Makes team meetings a valuable educational activity.	1	2	3	4	5	6
50. Helps to eliminate weaknesses in the schools.	1	2	3	4	5	6
51. Treats team members as professional workers.	1	2	3	4	5	6
52. Helps team members to understand the sources of important problems they are facing.	1	2	3	4	5	6
53. Displays a strong interest in improving the quality of the RIT program.	1	2	3	4	5	6
54. Brings to the attention of team members educational literature that is of value to them in their jobs.	1	2	3	4	5	6
55. Has constructive suggestions to offer team members in dealing with their major problems.	1	2	3	4	5	6
56. Gets team members to upgrade their performance standards in their classrooms.	1	2	3	4	5	6
57. Maximizes the different skills found in RIT's.	1	2	3	4	5	6

FINAL REACTIONS

Answering these questions may have left you with a variety of feelings. In order to help with future evaluations, we would appreciate your answering the following questions.

58. About how long did you spend in filling out the questionnaire?

15 min.	30 min.	1 hr.	1 1/2 hrs.	2 hrs.	more than 2 hrs.
1	2	3	4	5	6

59. If you had any of the feelings listed below as you were filling out the instruments, please put a check by that word or phrase.

0________Amused
1________Annoyed
2________Bored
3________Committed
4________Confused
5________Curious
6________Doubtful
7________Embarrassed
8________Frustrated
9________Frank

60. If you had any of the feelings listed below as you were filling out the instruments, please put a check by that work or phrase.

0________Hopeful
1________Interested
2________Mistrustful
3________Nervous
4________Obligated
5________Resentful
6________Stimulated
7________Tired
8________Uncertain
9________Uninvolved

61. Did you find any of the questions especially difficult, confusing, or ambiguous?

1. Yes
2. No

APPENDIX F

TITLE I, CURRICULUM SPECIALISTS' QUESTIONNAIRE

In an effort to secure feedback from all Title I Curriculum Specialists relative to on-site monitoring of Title I programs, your frank responses to the following items will aid our efforts in a more valid evaluation of the progress of the Reading Improvement Team program.

1. How many of your supervised R.I.T. sites have you visited during the first semester? (Fall, 1973)

   ____

2. Name three or more techniques of individualized teaching observed during your visits that you consider to be innovative approaches to the teaching-learning process.

   (a)

   (b)

   (c)

   (d)

   (e)

   (f)

   (g)

3. How many R.I.T. teachers have requested your assistance this semester?

   ____
   Number of times

   A. Some reasons for these requests?

      (1)

      (2)

      (3)

      (4)

4. Do you have adequate time to provide the kind of assistance required of you?

   If not, why not?

5. How many inservice meetings have you had with your

R.I.T. staff?________________________

Individual R.I.T. teams?________________________

ALL R.I.T's supervised?________________________

6. From your experience what suggestions do you have for improving the R.I.T. program?

7. What alternative program would you suggest in lieu of the R.I.T. program?

8. Are the Title I Inservice Center workshops providing R.I.T. teachers with practical ideas for individualizing instruction? ________________________

If not, why?

9. Have you noticed any changes in R.I.T. teachers' behavior that might be attributed to the Inservice Center workshops? ________________________

If not, elaborate.

If yes, what are they?

10. Do you think the Title I Inservice Center idea should be extended so that there would be one such Center in each district? Explain.

11. In what ways have you been involved with parents of R.I.T. students? Elaborate.

12. What information could the R.I.T. Evaluator provide you with that would enhance your effective supervision of the R.I.T. program?

APPENDIX G

TITLE I

ADVISORY COMMITTEE RECOMMENDATIONS
FOR
1974-75
AND
PRIORITY RANKING OF PROGRAMS

157

May, 1974

SUMMARY OF TITLE I ADVISORY COMMITTEE ACTIVITIES
1973-74

October 23, 1973	12:30	Orientation on duties of PAC Review of Title I Programs
November 14, 1973	8:30	Bus Tour of Title I Programs Clinton and Clinton Branch - RIT R/15 Lincoln High School Clark Branch No. 2 - R/15 Work Study High School
December 4, 1973	1:00	Communication Skills Workshop Inservice Center
February 6, 1974	12:15	Holy Guardian Angel School Nonpublic Remedial Reading and Remedial Math
March 6, 1974	12:15	Central City Lutheran School Nonpublic Remedial Reading (Hoffman) Evaluation Report
April 3, 1974	12:30	Stowe School KED Program
May 8, 1974	12:30	Northwest-Soldan Title I Media Center Ranked Title I Programs and made recommendations
June 5, 1974	12:30	Curriculum Services Building Review of 1974-75 Title I Application

MEMBERS:

- Naomi Beaton
- Eula Mae Black
- Virginia Boyd
- Mattie Divine
- Myrtle Johnson
- Lottie Lewis
- Hettie Moore
- Sister Margaret Mullin
- Rose Murphy
- Rayomie Parker
- Marcella Piper
- Ann Marie Reynolds
- Carol Streiff
- Erlene Washington
- Christian Werstein

TITLE I ADVISORY COMMITTEE

Results of Priority Ranking of Title I Programs

May 8, 1974

The score was computed by assigning the following points to the rankings: 1st place = 5 points; 2nd place = 4 points; 3rd place = 3 points; 4th place = 2 points, and 5th place = 1 point.

	TOTAL SCORE			
Public	Parents N = 6	Teachers N = 4	Total Resources N = 10	RANK
Kindergarten: Extended Day (KED)	14	18	32	1
Reading Improvement Teams (RIT)	9	17	26	2
Rooms of 15 (R/15)	12	10	22	3
Work Study High School	14	7	21	4
Lincoln High School	11	8	19	5
Nonpublic				
Remedial Reading	19	18	37	1
Remedial Math	17	18	35	2

*Two forms could not be tallied because markings were unclear.

SUMMARY OF THE TITLE I ADVISORY COMMITTEE RECOMMENDATIONS

FOR THE STATE DEPARTMENT OF EDUCATION

1. Revise the student eligibility guidelines so that 1st graders with 2 months or more educational deprivation could qualify for Title I programs; 2nd graders - 4 months or more; 3rd through 12th graders - 6 months or more.

FOR THE ST. LOUIS PUBLIC SCHOOLS

1. Expand the Kindergarten: Extended Day program in public schools.
2. Include Kindergarten: Extended Day in nonpublic schools.
3. Provide additional supervisory assistance for Title I teachers both public and nonpublic.
4. Provide a variety of inservice workshops during the school year similar to those offered during the summer.
5. Continue and expand Rooms of Fifteen.
6. Develop a remedial math program for Grades 1 - 8.

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APPENDICES

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I. INTRODUCTION AND FINDINGS

Introduction. The primary purpose of this document is to present the results of the evaluation of Project Follow Through conducted during the 1973-74 school year. A secondary purpose is to provide a description of the procedures which were employed to obtain these results. In general, the evaluation procedures are congruent with those described in the initial evaluation design which is presented as Appendix A of this report. This design was prepared by the evaluators with support from and in cooperation with Mrs. Virgie Carroll, Director of Project Follow Through; the local Follow Through staff; and the following administrators:

John Anderson - District Assistant, Vashon
Warren Benning, Principal, Jefferson
Julius Dix - District Superintendent, Central-Vashon
Glyneece Eustace, Principal, Pruitt
Eula Flowers, Principal, Carr
Era B. Perkins, Principal, Carver
Charles Shelton, Principal, Banneker
Edmund Squires, Principal, Franklin
James Wooten - Director, Federal Programs

The 1973-74 evaluation of Follow Through has tried to build upon the foundation which was laid by the 1971-72 and 1972-73 evaluations which were conducted and reported by Mr. James Wooten, who is currently the Director of Federal Programs for the St. Louis Public School System. Positions of the descriptive information in this report have been taken from the two previous reports prepared by Mr. Wooten. Instruments and techniques used in Mr. Wooten's evaluations were employed in this evaluation in order to provide longitudinal data.

Format of Report. This report has been divided into three major sections. The first section presents introductory material and conclusions. The second section presents a description of Project Follow Through in the St. Louis Public School System. The third section presents the data which was collected and briefly describes the data collection procedures which were employed.

Since this evaluation report is being prepared for a variety of readers who will be willing to devote differing amounts of time to the study of the information being presented, the evidence and procedures presented in section three have been keyed to the conclusions presented in the first section. Each conclusion is followed by a reference to specific pages in section three. These pages contain the information used as a basis for the conclusion. This should allow the reader to pursue areas of interest with a minimum of effort.

Scope of the Evaluation. Due to the limited resources available to support evaluation activities, the evaluation was confined to the determination of the achievement of the Project's objectives as stated in the Project's continuation proposal (see Appendix B). Approximately $4,000 was provided by Project Follow Through for evaluation services. However, that amount proved to be insufficient to support even this limited evaluation. Therefore, approximately $3,000 of Board of Education funds were required to provide the services to complete all necessary evaluation activities.

The conclusions consist of simple statements of the achievement of the Project's objectives. The degree of achievement may be ascertained by consulting the pages indicated in parenthesis after each conclusion.

Conclusions.

1. *Both the observed classroom behaviors of teachers and students were highly congruent with those behaviors specified by the Responsive Environment Approach. (See pages 74-75.)*
2. *On the average, Follow Through students showed a 12% increase in the frequency of the exhibition of the behaviors which were used as indices of a "healthy" self concept. (See pages 76-78.)*
3. *Project Follow Through achieved its objectives concerning the improvement of basic academic and learning skills. (See pages 79-83.)*
4. *Standardized test performance suggests a weakness in the program at the second grade level. (See page 83.)*
5. *The following services were provided for Follow Through students (See pages 86-91):*
    a. *Social*
    b. *Medical*
    c. *Nutritional*
    d. *Dental*

Recommendations. Project Follow Through is doing a commendable job of achieving its objectives with only one exception: The performance of second grade students on the Metropolitan Achievement Test is quite poor. Unfortunately the 1973-74 evaluation was not comprehensive enough to identify any reasons for this poor performance. If this standardized test is considered to be an accurate measure of the learning which has occurred during the school year, then the Follow Through second graders are learning far less than Follow Through kindergarten, first, and third grade students. However, if the degree of learning being achieved at the other grade levels can also be achieved at the second grade level, then Follow Through will clearly be one of the most successful programs in the St. Louis Public School System. Therefore, an effort should be made to thoroughly analyze the activities which occur at the second grade level. This analysis should include an assessment of the adequacy of the Metropolitan Achievement Test as a measure of the learning which has occurred. Activities at the other grade levels should not be changed.

II. DESCRIPTION OF FOLLOW THROUGH

Personnel. Follow Through is a program designed to prevent the loss of educational benefits obtained through Head Start and similar pre-school programs. It provides continued special attention in medical, dental, nutritional, psychological and social services, as well as in education. Parent and community involvement is also an integral part of the program. The emphasis in Follow Through is on children learning how to learn by developing flexible strategies for dealing with problems. Teaching methods and instructional aids are geared to an open classroom environment and individualized educational activities.

Follow Through is a national program funded by the Economic Opportunity Act (EOA) and ESEA Title I. The national program began in 1967. St. Louis' program began in the 1968-69 school year with 40 kindergarten children. The children were housed in two classrooms located at one school, and the program was staffed by one director-teacher, one teacher, two booth attendants, two teacher aides, one social-medical aide and various volunteers.

The program was expanded during the 1969-70 school year to 12 classrooms located at 5 schools, and served 240 kindergarten and first grade children. The staff increased to one director, one project assistant, twelve teachers, six booth attendants, twelve teacher aides, five social-medical aides, five "two-hour lunch workers", one secretary and various volunteers. During the 1970-71 school year, 22 classrooms at 5 schools offered the Follow Through program to 395 children, grades kg.-2. The staff was increased to one director, two project assistants, 22 teachers, 6 booth attendants, 22 teacher aides, 5 social-medical aides, 6 "two-hour lunch workers", 2 secretaries, 1 nurse, 1 parent-coordinator and various volunteers.

The program was further expanded during the 1971-72 school year to 27 classrooms at 6 schools. Four hundred and eighty-eight children, kg.-3, participated in the program. The staff was increased to one director, three project assistants, 28 teachers, 6 booth attendants, 28 teacher aides, 5 social-medical aides, 6 "two-hour lunch workers", 2 secretaries, 1 nurse, and 1 parent coordinator.

The staff for the 1972-73 school year consisted of one director, three project assistants, 25 teachers, 6 booth assistants, 25 teacher aides, 1 social worker, 5 social-medical aides, 10 "two-hour lunch workers", 1 secretary, 1 nurse, and 1 parent coordinator.

The staff for the 1973-74 school year consisted of one director, three project assistants, 22 teachers, 22 teacher aides, 5 booth assistants, 1 social worker, 5 social-medical aides, 1 secretary, 1 nurse and 1 parent coordinator. The program served approximately 500 students in 22 classrooms in 6 schools.

Model Description. The Responsive Environment Approach (REA) has been used by the St. Louis Follow Through program from the time the program was implemented. This model is based on three premises: (1) children learn at different rates, (2) they learn in different ways, and (3) they learn best when they are interested in what they are doing. The classroom environment is fundamental to this program. The environment should offer opportunities for free exploration, self-pacing, and individualization of student activities. Children should have their choice of group participation or individual work and should be allowed to stay with an activity as long as they like.

Activities should be self-rewarding and help children recognize their success and determine their own readiness for a given intellectual task.

The REA role of the teacher is that of stimulator and facilitator rather than that of an authoritarian director of learning. Teachers and teacher aides structure the classroom environment in such a manner that traditional academic goals may be pursued in flexible and self-directed ways. Children are encouraged to think through problems and are offered support when it is needed.

In many traditional kindergarten through grade three classrooms, curriculum emphasis is on psychomotor skills and the cognitive areas of language and concept formation. These are the areas in which most children in the Follow Through schools' attendance area presumably have been least stimulated by their preschool environment. While the objectives of Follow Through incorporate the cognitive areas of language, concept formation, training in psychomotor skills, progress is geared to the abilities of individual children rather than to the traditional expectations for each grade level.

In Follow Through classrooms, children are free to choose from a variety of activities such as working puzzles, "playing house", painting, looking at books, using the Language Master, creating stories, playing with manipulative toys, listening to records or tapes, and rhythmic physical activities such as marching and dancing. Small groups may play games independently or under the supervision of project staff. There are also large group activities such as singing, show and tell, or listening to a story. A child has the option of choosing not to participate in large group activities, but cannot disturb the group. The diverse activities are designed to adjust for different learning styles and abilities of children.

Kindergarten Follow Through classes have a booth attendant to assist the children as they play with an electric typewriter located in the learning booth. Usually ten minutes a day per child is allowed for this activity. Children have the option of not playing with the typewriter. The sequence of learning booth activities is divided into five hierarchical phases: (1) free exploration, (2) search and match, (3) discrimination, (4) typing original words, and (5) classroom related activities.

The primary objectives of the program are: (1) to implement a classroom environment based on the three premises of the Responsive Environment Approach, (2) to help students develop a healthy self-image, (3) to improve basic academic skills in the area of language, reading, writing, and arithmetical and reading problem solving, (4) to develop situational problem solving skills, (5) to provide special medical, dental, social and nutritional service, (6) to correct or improve for individual children emotional problems which are counter productive to learning and to reduce the total number of these problems, (7) to provide inservice training for administrative staff, teachers, and teacher aides, and (8) to achieve active parent and community involvement in the education (formal and informal) of their children.

Instruction is individualized and activities and materials are provided which help children recognize their success (through built-in feedback systems) and determine their own readiness for intellectual tasks. A basic assumption of the Follow Through program is that children can effectively teach themselves and each other in a classroom setting. Follow Through teachers are responsible for structuring the learning environment and directing students to learning resources. In this context, an individual student can be given a large degree of freedom in choosing performing, and evaluating intellectual tasks. In Follow Through classrooms children are free to choose from a variety of activities such as working puzzles, creating stories, listening to tapes, and rhythmic physical activities such as marching and dancing.

The Reading Systems, Open Highways, Modern School Mathematics, and Mathematics Involvement Program series are used in accordance with the philosophy of the responsive environment approach. In order to implement these programs in the Follow Through classroom, inservice teacher training sessions are held to familiarize teachers with the use of these materials and suggest how they could be integrated into the responsive environment approach. Inservice is conducted by Far West Laboratory staff, district curriculum specialists, psychological services staff, and project assistants.

There are daily opportunities for children to choose free exploration, group participation, or individual work. Follow Through teachers offer their students the choice of either joining a specific activity or working independently in a related activity. In such instances, students may choose to concentrate on one part of the given assignment. When independent work is assumed, it focuses on the acquisition of the same learning skill being taught in the group activities. For example, while the group is listening to a story about the seasons of the year, a child might be making a calendar or drawing pictures that depict seasonal changes. Children who wish to work independently are allowed to leave the group with the provision that they will not disturb other children in the classroom. Because there are some academic requirements and expectations that are not easily achieved through self-directed activities, the option to work alone is not presented for every classroom activity. Thus, the children learn both to direct themselves in independent learning activities and to participate in group instruction.

Learning activities are structured such that the desire to explore, discover, seek causality and increase knowledge are reinforced. Introducing a choice of learning activities can minimize the resistance and frustration of the reluctant learner. For this reason, the Follow Through teacher must remain sensitive to student motivation and flexible in determining the most effective presentation of learning activities. Follow Through students are encouraged to explore, expand, and share their interests in group discussions and to deepen them through self-directed study.

Teachers and teacher aides stimulate and facilitate learning rather than authoritatively direct it. To expand the student's learning resources beyond teachers and textbooks, Follow Through teachers and teacher aides initiate classroom activities which focus on films, field trip specimens, manipulative objects, non-required books, and the children's own experiences. The students are directed toward seeking their own sources of information. An important channel of instruction is interaction with peers. Students learn to refer to each other for help in working on a problem, finding information, verifying their own perceptions, and comparing ideas. The recognition of these other learning resources decrease the reliance on teachers as the sole source of information. The teachers and teacher aides become sources of guidance rather than classroom directors.

Teachers and teacher aides structure the modified open classroom program so that traditional academic goals are pursued in flexible and self-directed ways. The Follow Through classroom program integrates district requirements, parental concerns, student needs, and teacher objectives. The classroom is a medium of communication in which traditional academic goals are pursued in a free and fluid environment. Activities are not unstructured, but are designed to encourage voluntary rather than compulsory participation. Instruction in listening, speaking, and writing skills is based on spontaneous student expression (for *example, on a tape recording). Exercises in physical movement are included in drama, movement, music, and handwriting instruction. Art classes encouraged the students to explore various media, such as papier mache, metal wire, and collage techniques. Each child was thereby guided to invest his talents in his learning experiences.*

Teachers and teacher aides encourage students to think through problems and to understand the why and how of the solution. Discussions in the Follow Through classroom encourage reflective silence as well as oral response. Questions are posed that require synthesis, analysis, or evaluation - rather than a pat answer. For example, instead of asking "What crops are raised in Japan?", a Follow Through teacher might say "Tell me all you know about the Japanese people." As the teacher develops skill in asking questions, the students develop skill in thinking through their responses. Follow Through teachers also encourage students to consider alternative solutions to questions posed. Questions such as "What else could have happened?" and "Can you think of another way to arrange these things?" catalyze imaginative and novel approaches to a given problem.

Students are encouraged to acquire and use oral communication skills frequently and effectively. Follow Through students are given constant opportunity to express themselves orally in group discussions and through the use of a tape recorder. They are also encouraged to work in pairs, discussing problems and sharing ideas. Activities included retelling stories in their own words, expressing personal likes and dislikes, describing their environment, and evaluating situations. The teacher directs group discussions so that each child will have a chance to express himself. Instruction in oral communication skills is based on the effectiveness in these settings.

The Follow Through program also provides special medical, dental, nutritional and psychological services. Elementary school children in St. Louis receive a complete physical examination every two years. These examinations are complete with inoculations and immunizations. In the typical school setting, discovered physical defects are routinely reported to the parent. Follow Through's medical services program is considerably more comprehensive. Social-medical aides obtain appointments to the clinic or private doctor. In cases where the parent does not or cannot take the child for his appointment, the social-medical aides perform this service. These aides also assure that treatment of defective eyes, ears, skin, and feet is obtained at minimal cost based on the parent's income.

Dental examinations were given Follow Through children and preventive and corrective appointments were scheduled as needed. Follow Through children whose parents were unable to keep the appointments were taken to the neighborhood Jefferson-Cass Clinic by social-medical aides (one aide per school).

Breakfast is available to all eligible children within the district at no cost to the child. Follow Through children have the option of being served fruit or juice later in the morning as a before recess snack while the milk, cereal and/or doughnut is served between 8:00 a.m. and 8:15 a.m. At noon, each Follow Through child is served a Vit-A-Lunch plus a hot meat dish and/or vegetable supplement, again at no cost to the child. The menu may vary from sandwiches to casseroles. The food is prepared at a central kitchen within the school district, truck-delivered to schools in tri-veyor containers, and served by "two-hour lunch helpers" provided by Follow Through. Teacher assistants help when needed. In schools that do not have a cafeteria, children eat in their Follow Through classrooms. When a school cafeteria is available, Follow Through children are permitted *to eat earlier than the other children to avoid problems created by lunch differences. Since Follow Through kindergartners attend school a full day, they are also included in the lunch program.*

Basic psychological services are provided by a clinic psychologist. Psychological services include: (1) psychological screening, (2) classroom observation and program participation, (3) follow-up testing and recommendations, and (4) parent involvement. Psychological screening is achieved by using a teacher rating rating scale based on observations of each child and the Boehm Test of Basic Concepts. These tests are used to aid in detecting children in need of psychological help. Classroom observations and participation serve two functions. First, the observers can pay close attention to defined behaviors such as hyperactivity, and aggressiveness. This allows identification of children with marginal emotional problems. Secondly, the observers participate in the development and implementation of prescribed treatments.

Educational achievement is presumed to be, in part, a function of the natural contributions which parents and community make to the learning process. For this reason, an objective of the Follow Through program is to get the parents and community involved in the education of their children. The PAC (Parent Advisory Committee) exists to help close the gap between school and home. The committee is the instrument by which parents and community can share in decisions, planning, and organization of Follow Through activities. It is composed of parents and other community people. Monthly PAC meetings enable parents and members of the community to become acquainted with project staff, acquire information about the program, and provide input to future project activities. The school benefits by having a built-in system for disseminating information about Follow Through activities, thus bringing parent and community perceptions of what happens in school closer to reality.

PROGRAM COSTS [1]

FUND		FUND TOTALS	PERCENT OF GRAND TOTAL
EOA (Fund 32)		$308,890.87	56.7%
Title One (Fund 60			
Salaries	$37,680.00		
Fringe	5,051.42		
Health	543.06		
Total Fund 60		43,274.48	7.9%
Board of Ed (Fund 05)			
Salaries	$167,471.96		
Fringe	22,491.48		
Health	2,758.40		
Total Fund		192,721.84	35.4%
Grand Total		$544,887.19	100.0%

Follow Through PER STUDENT COSTS: 1973-74

FUND	COST	No. of Students (Feb.1974)	COST PER STUDENT
EOA	$308,890.87	÷ 445	$694.13
Title One	43,274.48	÷ 445	97.25
Board of Ed.	192,721.84	÷ 445	433.08
Totals	544,887.19	-445	$1,224.46

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[1] The costs reported above do not include costs incurred by the program but not charged directly to the program through the normal operation of the fudiciary accounting system employed by the St. Louis Public School System. These costs include the cost of the time which a principal devotes to the program, the cost of volunteer time, and the cost of additional classroom space.

EOA COST : 1968 - 74

School Year	*EOA COST*	*PERCENTAGE CHANGE FROM PREVIOUS YEAR*
1968-69	*$ 32,913*	———
1969-70	*181,142*	*450% increase*
1970-71	*317,824*	*75% increase*
1971-72	*373,073*	*17% increase*
1972-73	*291,084*	*22% increase*
1973-74	*308,891*	*6% increase*

TITLE I COSTS : 1968-74

1968-69	*9,000*	———
1969-70	*36,102*	*301% increase*
1970-71	*45,665*	*26% increase*
1971-72	*45,930*	*1% increase*
1972-73	*46,601*	*1% increase*
1973-74	*43,274*	*7% decrease*

III. ASSESSMENT OF ACHIEVEMENT OF OBJECTIVES

Implementation.

1. *Objective*

To implement a classroom environment based on the three premises of the Responsive Environment Approach: children learn at different rates; they learn in different ways; and they learn best when they are interested in what they are doing. The Responsive Environment Approach emphasizes learning how to learn in addition to learning specific subject content. Identifiable characteristics and specific objectives of such a classroom environment are:

a. *Instruction is individualized and activities and materials are provided which help children recognize their success (through built-in feedback systems) and determine their won readiness for intellectual tasks.*

b. *The Reading Systems, Open Highways, Modern School Mathematics and Mathematics Involvement Program series are used in accordance with the philosophy of the responsive environment approach.*

c. *There are daily opportunities for free exploration.*

d. *There are daily opportunities for children to choose between group participation or individual work.*

e. *Learning activities are structured such that the desire to explore, discover, seek causality and increase knowledge are reinforced.*

f. *Teachers and teacher aides are stimulators and facilitators of learning rather than authoritarian directors of learning.*

g. *Teachers and teacher aides structure the modified open classroom in such a manner that traditional academic goals are pursued in flexible and self directed ways.*

h. *Teachers and teacher aides encourage students to think through problems and to understand the why and how of the solution.*

i. *Students are encouraged to acquire and use oral communication skills effectively.*

2. *Rationale for Assessment*

Since the project began in St. Louis in the 1968-69 school year, since the achievement of category I objectives are well documented in the two most recent evaluation reports, and since the project retains the same personnel; assessment of category I objectives should not receive a great deal of emphasis. Since 21 of the 22 Follow Through classroom teachers were also part of the project last year, there is every reason to believe that the category I objectives will again be achieved in other areas. Since the resources available for evaluating this project are limited, expenditure of these resources in areas other than the assessment of category I objectives appears most appropriate.

3. Criteria

Follow Through classrooms are expected to provide a particular structure as a means for achieving the program's goals for pupil learning. Therefore, the following criteria published by the Far West Laboratory were used as a guide in developing observation criteria:

...The objective of helping children either maintain or develop the processes and characteristics of good problem-solvers is long-term. Nevertheless, it is so significant that some effort must be made to see if the educational process is likely to encourage or discourage the kind of behavior we are seeking.

This form of experience is generally described by the notions that guide the way that the classrooms are organized and the teaching methods that are used. That is, the child should be able to explore the learning environment, be self-pacing, receive feedback that tells him the consequences of his acts, and have opportunities to discover things about himself and his physical, cultural, and social environment.

In order to describe the organizational structure of learning experiences in Follow Through observations will focus upon a selected set of characteristics. The characteristics selected for examination are believed to reflect the extent to which individual learning experiences were provided in the classrooms.

The two classroom characteristics to be observed are the number of instructional groups in the classroom and the frequency of communication between the teacher and the individual pupil.

Since these characteristics were observed in previous evaluations, only a small sample of observations will be made. If the data obtained through these sample observations is comparable with the data obtained in previous evaluations, then the Category I Objectives will be considered to be achieved.

4. Methodology

The same procedure and same instruments used in previous evaluations was employed in this evaluation. Observations were made in all Follow Through classrooms. Observation periods of 25 minutes each on different mornings were scheduled for these classrooms. The observation form required the observer to record a classroom profile every five minutes, which provided a possible total of four observation periods for each classroom. All observers used a locally designed form which was created specifically to quantify the classroom characteristics to be measured. Each Follow Through classroom was observed twice - once in December, 1973, and once in March, 1974.

5. Results

The results of these observations are presented in the tables on the following pages.

6. Conclusions

The degree of change indicated by these results may be interpreted as indicating substantial, positive, beneficial progress. Since progress is often measured as the degree of change from a starting point without careful analysis of that starting point, it is most important to point out that the 1972 results were good. Follow Through classroom observations indicated that what was good in 1972 has become very much better. It has improved in an area in which there was not a great deal of room left for improvement. This is an impressive accomplishment.

Self-Concept.

1. Objective

The objective of Project Follow Through was to improve the self concept of Follow Through children.

2. Rationale for Assessment

The initial intent of the evaluator was to employ a simple pre-post design utilizing a standardized test of self concept. However, after an extensive search of available instruments this approach was abandoned because of the inability to locate an instrument with established validity and reliability coefficients for a similar population. Therefore, the evaluator decided to use the Classroom Behavior Inventory, which had been developed but not utilized by Mr. Wooten and the Follow Through staff during the 1972-73 school year. A copy of this instrument and the instructions for using the instrument are presented in Appendix C. Since the Follow Through teachers participated in the development of this instrument, it had the advantage of being familiar. Although this instrument had not been used, this evaluator believes the instrument does possess construct validity.

3. Criteria

The instrument requires the classroom teacher to observe each student and indicate the frequency of 24 behaviors the child exhibits each month. The frequency of these behaviors is assumed to be an indicator of the child's self concept. Therefore, a simple increase in the frequency of these behaviors was selected as the criteria for improvement in self concept and achievement of the objective.

4. Methodology

The instruments and instructions were mailed to all Follow Through teachers in November, 1973. In May, 1974, the teachers were asked to return the instruments. Eleven returned them. Eleven did not. See Appendix C for a complete description of the manner in which the instrument was used.

PERCENTAGE OF OBSERVED TIME SPENT BY CLASSIFICATION OF INTERACTION OF CLASSROOM TEACHERS WITH PUPILS

Grade		Teacher Interacts with pupil as a group member	Teacher Interacts with pupil as an individual	No. of Classrooms Observed	Number of Observations
K	Follow Through (1974)	25%	75%	4	32
	Follow Through (1972)	77	23	7	53
	Control (1972)	65	35	6	54
1	Follow Through (1974)	36%	64%	7	56
	Follow Through (1972)	43	57	9	90
	Control (1972)	93	7	7	59
2	Follow Through (1974)	31%	69%	4	32
	Follow Through (1972)	57	43	9	80
	Control (1972)	85	15	8	68
3	Follow Through (1974)	34%	66%	7	56
	Follow Through (1972)	10	90	2	20
	Control (1972)	80	20	2	20
Total	Follow Through (1974)	32%	68%	22	176
	Follow Through (1972)	53	47	27	240
	Control (1972)	82	18	23	201

COMPARISON OF THE PERCENTAGE OF OBSERVED TIME SPENT IN DIFFERENT NUMBERS OF INSTRUCTIONAL GROUPS IN FOLLOW THROUGH AND CONTROL CLASSROOMS

Grade		Student Working Alone	2 Students Working Together	3 Students Working Together	4 or more Students Working Together	No. of Classrooms Observed	No. of Observations
KG	Follow Through (1974)	18%	13%	10%	59%	4	32
	Follow Through (1972)	59	2	15	24	7	59
	Control (1972)	70	5	9	16	6	57
1	Follow Through (1974)	13%	9%	14%	64%	7*	56
	Follow Through (1972)	28	9	27	37	9	90
	Control (1972)	46	41	14	00	7	59
2	Follow Through (1974)	00%	00%	22%	78%	4**	32
	Follow Through (1972)	43	9	36	13	9	80
	Control (1972)	41	51	7	00	8	68
3	Follow Through (1974)	9%	9%	11%	71%	7***	56
	Follow Through (1972)	35	00	5	60	2	20
	Control (1972)	50	50	00	00	2	20
Total	Follow Through (1974)	10%	8%	14%	68%	22	176
	Follow Through (1972)	41	6	25	28	27	249
	Control (1972)	52	35	9	4	23	204

* Includes two classrooms with both 1st and 2nd grade students

** Includes one classroom with both 2nd and 3rd grade students

*** Includes one classroom with both 2nd and 3rd grade students

5. *Results*

A three-step procedure was used to analyze the data. First, the mean frequency rating for all 24 behaviors at the beginning and end of the year for each child in each classroom was determined. Second, the mean of the means for all children in each classroom was determined. Finally, the mean of the classroom means was determined. The classroom means and the mean of the classroom means are presented below.

Classroom	Classroom Beginning	Means End
1	2.69	4.52
2	3.00	3.58
3	3.08	3.61
4	3.78	3.80
5	2.87	3.08
6	3.57	3.56
7	3.83	4.22
8	3.07	3.95
9	3.78	4.21
10	3.38	4.07
11	2.61	3.77
Total	35.66 ÷ 11	42.37 ÷ 11
Mean	3.24	3.85

6. *Conclusions*

A rating of 3.0 was defined as meaning the child exhibits the desired behavior about half of the time. A rating of 4.0 was defined as meaning the child exhibits the desired behavior most of the time. Therefore, the obtained means indicate that the frequency of the desired behaviors increased during the 1973-74 school year. Furthermore, according to the established criteria, Project Follow Through achieved its objective of improving the self concept of its children.

Achievement.

1. *Objective*

To improve basic academic and learning skills in the areas of language, reading, writing, arithmetical and reading problem solving, arithmetic computation.

2. *Rationale*

In both the 1971-72 and 1972-73 evaluations the Stanford Early Achievement Test and the Metropolitan Achievement Test were used to measure improvement in basic learning and academic skills. Because of this precedent and the *desire to maintain a longitudinal data base, these tests were once again employed.*

3. *Criteria*

The following criteria was established for determining the degree of achievement of this objective:

> *Each student's raw score of the test and subtests will be converted to a percentile ranking which will be used as the basis for assessing the student's progress. If the student is progressing at the same rate as his or her peers, the student's percentile rank should be approximately the same on both the first and second test. If the student is progressing faster or slower than his or her peers, then the student's percentile ranking should either increase or decrease accordingly. A student's peers will standardize the instrument and derive the percentile rankings. Student skills will be considered to be improved if Follow Through students either maintain or increase their percentile rankings.*

4. *Methodology*

A pre-post-test design was employed. The Stanford Early Achievement Test was administered to all kindergarten students in October, 1973, and May, 1974. The Metropolitan Achievement Test (MAT) was administered to first, second and third grade students at the end of the 1972-73 and 1973-74 school years. Since the MAT was considered inappropriate for beginning first graders, no pretest scores were obtained for first graders.

5. *Results*

GRADE	*Percent of students whose percentile rank on the Stanford*		
	Increased	*Remained Constant*	*Decreased*
Kindergarten *N = 76*	*54%*	*20%*	*26%*

It should be noted that 70% of the students whose percentile rank decreased were in the kindergarten at Carr Elementary school. Also, 66% of the students whose percentile rank remained constant were also in this kindergarten class. When the 26 students at Carr are deleted from the analysis, the results are as follows:

N = 50

Percent Increasing = 80%
Percent Remaining Constant = 8%
Percent Decreasing = 12%

GRADE	Percent of students whose percentile ranking on the reading subtest of the MAT:		
	Increased	Remained Constant	Decreased
Second N=72	54%	18%	28%
Third N = 93	51%	26%	23%

GRADE	Percent of students whose percentile ranking on the mathematical concepts subtest of the MAT:		
	Increased	Remained Constant	Decreased
Second N = 74	61%	22%	17%
Third N = 41	70%	9%	21%

Since the amount of gain in learning expressed in grade equivalent units was reported in the 1971-72 and 1973-74 evaluations, gains will also be reported in this document. However, the procedures used to compute these gain scores differs from the procedures employed in previous years. In previous evaluations negative gain scores were used in the analysis, and average gains were reported as a point estimates. The 1973-74 gains were computed using a procedure based on a rational which was partially developed by Caylor and Stricht (see Appendix D). This procedure is based on the following assumptions:

1. Students practice basic learning skills throughout the school year.
2. Continual practice of basic learning skills does not result in the deterioration of these skills.

If these assumptions are accepted for a group of students, then the achievement or learning skills of these students can only remain constant or increase. Therefore, standardized test scores which indicate a negative gain between the pretest and post-test must be considered to be artificial and attributable to errors of measurement. This allows two alternate procedures for computing the average gain score for a group of students.

Either all students with negative gain scores may be deleted from the analysis or each individual negative gain score may be entered into the analysis as a zero gain score. Computing an average gain score using both procedures allows a range to be reported. The gain which was actually achieved will lie somewhere between the low computed with zero scores and the high computed by deleting all students with negative scores.

The procedures outlined above were employed to compute gain scores for Follow Through second and third grade students on the reading and the mathematical concepts subtest of the Metropolitan Achievement Test. This procedure was also used to compute gain scores for fourth and fifth grade students who were formerly in the Follow Through program on the reading and total mathematics scores on the Iowa Tests of Basic Skills. These scores are reported below. The units of measurement are grade equivalents.

GRADE	READING			MATHEMATICS		
	PRE TEST SCORE	RANGE OF GAIN SCORES		PRE TEST SCORE	RANGE OF GAIN SCORES	
		LOW	HIGH		LOW	HIGH
2nd	1.9	.4	.6	1.7	.6	.7
3rd	2.4	.8	1.1	2.2	1.1	1.5
4th	3.0	.7	.9	3.0	.8	.9
5th	3.9	.5	.8	3.9	.7	1.1

In order to provide an indication of the performance of Follow Through students during the last three school years, the grade equivalent gains in reading are reported below. This information indicates that performance has improved at the first, second, and third grade levels. However, the performance of second graders on the Metropolitan Achievement Test has been quite poor. Unfortunately the 1973-74 evaluation was not comprehensive enough to identify any reasons for this poor performance. If this standardized test is considered to be an accurate measure of the learning which has occurred during the school year, then the Follow Through second graders are learning far less than Follow Through kindergarten, first and third grade students. Therefore, an effort should be made to thoroughly analyze the activities which occur at the second grade level. This analysis should include an assessment of the adequacy of the Metropolitan Achievement Test as a measure of the learning which has occurred.

Grade Equivalent Gains in Reading

Grade	School Year			SUM	N	MEAN
	73-74	72-73	71-72			
1	.9	.9	.7	2.5	3	.8
2	.5	.4.	.2	1.1	3	.4
3	.9	.5	.6	2.0	3	.7
4	.8	1.5		2.3	2	1.1
5	.6			.6	1	.6

The reported gains for first graders in the above table are based on the assumption that first graders begin the first grade at grade level.

6. Conclusions

According to the established criteria Project Follow Through is achieving its objectives concerning improvement of basic academic and learning skills. However, the data indicates the possibility of a weakness in the program at the second grade level. If this weakness is real and not simply an artifact of the instrumentation, and if this weakness can be corrected, future Follow Through students can be expected to perform at or very near grade level until at least the end of the fifth grade. If this is achieved, Follow Through will clearly be one of the best and possibly the best program in the St. Louis Public School System.

Situational Problem Solving Skills

1. Objective

Project Follow Through's objective was to develop situational problem solving skills as measured by the student's ability to choose from several alternatives an alternative that offers the best solution to the problem situation.

2. Rationale for Assessment

The achievement of this objective was not assessed during the 1973-74 school year. The objective was not assessed because suitable instruments for measuring situational problem solving skills are not available, and the resources necessary to construct a suitable instrument were simply not available.

3. Discussion

The direct measurement of situational problem solving skills appears to be a most difficult task requiring large amounts of resources. However, these skills may be directly measured if a change in these skills is associated with changes in other constructs which can be directly assessed. Before expending the resource necessary to directly measure situational problem solving skills, a search of the literature should be made to identify the relationships between this and other constructs. If suitably proxy measures can be identified, they should be utilized.

Services

1. Objectives

   a. To provide special social, nutritional, medical and dental services to Follow Through children.

      1. To provide students complete physical examinations and make results known to parents.

      2. To provide dental examinations and corrective services.

      3. To provide the amount and kind of food which meets minimum daily nutritional standards.

      4. To provide social services in the areas of attendance, truancy, relocating parents, and securing clothing for children. Achievement of these objectives will be determined by the need for such services and the extent to which these needs are met.

   b. To correct or improve for individual children the emotional problems which are counterproductive to learning and to reduce the total number of these problems. Problems will be corrected through observer-teacher-student interaction in the classroom, through teacher-psychologist meetings, through parent-psychologist meetings, through student-psychologist meetings and, in severe cases, through institutions. Teachers refer children with emotional problems to Psychological Services and Psychological Services is responsible for prescribing and implementing correctional procedures within the limits imposed by the size of the staff.

c. To provide inservice training for administrative staff, teacher and teacher aides.

   1. Far West Laboratory will provide for administrative staff additional training implementing the Responsive Environment Approach, and will prepare them to conduct inservice training for Follow Through teachers and aides.

   2. Far West Laboratory and consultants will train project assistants and teachers in techniques which will enable teachers to adhere to the R.E.A. philosophy while using the Reading Systems and Modern School Mathematics series.

   3. Curriculum specialists and publishing consultants will provide additional inservice training in Reading Systems for project assistants who will in turn provide inservice training for teachers and teacher aides.

   4. Project assistants will provide inservice training for teachers and teacher aides in communication skills and methodology to team teaching.

   5. Project assistants will provide inservice training for teacher aides in teaching techniques, construction of educational materials and games, and in performing instructional and supportive roles which implement the Responsive Environment Approach.

   6. Psychological Services will provide for teachers inservice training in methods of identifying children with emotional problems and in the use of Psychological Services' resources.

   7. A variety of courses will be offered at local colleges and universities for parents who have not completed high school.

   8. The Parent Advisory Council will hold informal weekly activity meetings for parents where concerns of the Follow Through program are discussed.

   9. The Parent Advisory Council will hold formal monthly meetings for parents and community members where concerns of the Follow Through program are discussed.

   10. Hold a minimum of three overall PAC meetings per semester where concerns of Follow Through are discussed.

   11. Parents will be instructed in the use of the toy library.

12. *Conduct a Summer Workshop where parents:*

    a. *Learn effective communications and the role of values, systems, judgments, and attitudes in the communication process.*

    b. *Learn to handle family problems.*

    c. *Develop their extroversive skills.*

2. *Rationale for Assessment*

The objectives for these categories require project Follow Through staff members to provide certain specified services. Only the amount of services provided requires assessment. Determination of the qualitative aspects of these services in an objective, defensible manner would not only be quite difficult but apparently quite unnecessary to satisfy federal and state requirements. Therefore, this evaluation will follow the procedure established by the 1971-72 evaluation. Only the amount of services provided will be determined and reported.

3. *Results*

a. *Social, Nutritional, Medical and Dental Services*

Because the social environment of the Follow Through children may deter their learning, the Follow Through program is sensitive to social,emotional, and physical needs that the child brings with him to the classroom. Special services are available to alleviate these problems whenever possible.

One function of the social services is to monitor school attendance to help assure every school age child of educational opportunities. Students with prolonged absences or those who withdrew from school are referred to the social worker for investigation. During 1973-74, six children were reported for absenteeism; in each case, the social worker contacted the home to determine the reason for non-attendance. This information was then conveyed to the school teacher. An additional 21 children withdrew during the year. Most of the withdrawals were due to urban renewal family relocations. The overall attendance record for children enrolled in the Follow Through program was very good and was better than the attendance record of non-Follow Through children at the same schools.

Social services also try to amend physical, medical, and health problems of Follow Through children. This year, referrals were made to the social worker concerning such physical needs as visual problems, a Kidney infection, a burn, and hyperkinetic behavior. Also, clothing was obtained for two Follow Through children.

In caring for medical needs, 450 Follow Through students received medical health examinations. These included general examinations, immunizations and audiometer tests (given to 242 Follow Through students). Dental examinations were held at the Jefferson-Cass Clinic for 425 Follow Through students and glasses were obtained for one Follow Through student.

b. Psychological Services[1]

The basic psychological services are provided by Robert L. Williams, Ph.D., a Clinical Psychologist and Professor of Psychology at Washington University. In addition, a fourth year graduate student in clinical psychology from Washington University, Mr. Harold Teasley and Mrs. Doris Wilkins, Project Coordinator for Dr. Williams served as additional staff for the 1973-74 school year.

Briefly, psychological services covered a range of activities including (1) psychological screening, (2) interviews, (3) classroom observations, (4) program participation, (5) follow-up, (6) testing and recommendations, (7) parent involvement, and (8) inservice workshops for parents and teachers.

Psychological screening is achieved by using the Boehm Test of Basic Concepts, observations, Themes Concerning Blacks, a thematic apperception test developed by Dr. Williams and several of the conventional tests such as the WISC, the WPPSI, figure drawings, etc. These tests and interviews are used in detecting children who are in need of psychological help.

During the 1973-74 school year, 13 referrals for individual psychological screening were received. Twelve of these children were seen after parental consent was obtained, the 13th child was not seen because the parent did not grant permission. The parents of these children were seen on an average of one time, as well as the teachers. Conferences were held in order to provide feedback to the teachers. The range of problems was broad but typically the children did not suffer serious personality disorders but represented situational or transitional childhood problems as well as inter-personal difficulties occurring within the school and home context. Part of this was related to some discontinuity between the experiences within the home and experiences within the school. This information was fed back to teachers and staff. In one or two cases, however, there were some serious physical organic problems, and parents were recommended to take the child to their physicians. Feedback was provided in all instances to parents and teachers. Psychological reports are on file within the Follow Through office as well as teachers receiving copies of the final psychological report.

During the year an intensive effort was made to reach teaqhers and parents through workshops. A total of ten full-day and fourteen half-day workshops were held, for a total of 24 workshops throughout the year.

The initial workshops began in August, 1973 as part of the preschool inservice training. During the month of July and the first part of August, several contacts were made with the Follow Through Director and Program Assistants to develop the workshops for the preschool inservice workshops.

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[1] This section was prepared by Dr. Robert L. Williams.

During the period August 13th through August 17th, five all-day workshops were held with parents and teachers as follows.

First Day - During the first day an overview of the week-long proceedings was given, and goals and directions for the coming year were discussed. This was followed by questions and suggestions from the Follow Through staff. The discussion dealt primarily with review of the progress of the previous year in comparison with this year's goals. Part of this was focused on positive aspects of Black children rather than exclusively on weaknesses. Many of the children are emotionally strong and healthy. Teachers and parents were encouraged to build on the strengths of the children rather than focusing entirely on weaknesses.

Second Day - On the second day, two films were shown for discussion. The first film was entitled,"In the Eye of the Beholder", and the second one, "In the Eye of the Storm". Discussions followed the showing of the films and attempts were made to relate each of these films to actual classroom situations.

Third Day - The third day session was conducted by Dr. Horace Mitchell, Assistant Professor of Education and Black Studies, Washington University. Dr. Mitchell did an indepth follow-up of the Parent-Teacher Effectiveness Training. He used time to give concrete examples and suggestions of interpersonnel relationship; communication skills; how the teachers and staff are accepting behavior of children; how they might handle the situation when problems exist; and how to determine whether a problem exists.

Fourth and Fifth Days - The last two-day sessions were conducted by Mrs. Barbara Roquemore, M.A., of Washington, D.E. Board of Education. Mrs. Roquemore was brought in by Dr. Williams to provide sessions on Diagnostic Prescriptive Teaching. The first day, Mrs. Roquemore gave suggestions for diagnosing learning disabilities. In addition, Mrs. Roquemore provided handouts explaining learning areas and the teaching aids. On the last day of the workshop, Mrs. Roquemore provided instruction sheets and assisted the Follow Through staff and teachers in making various teaching aids.

Another workshop was held on October 19. For this workshop, Dr. Thomas Gunnings, Professor of Psychology of Michigan State University, Lansing, Michigan, was invited in by Dr. Williams to conduct the workshop on Systemic Counseling. Dr. Gunnings started the session by discussing the inate ability of children to learn and stated that learning must be fun and challenging. He encouraged teachers to motivate and inspire children by making the task of learning interesting. He demonstrated several mathematical games that could be used to stimulate thought and discussion among children. Part of Dr. Gunnings' discussion centered on teaching children the process of taking tests, the process of logical elimination, and recognition of test patterns, etc.

During December, four workshops were held. These workshops covered topics submitted in advange by Follow Through teachers. Some of the areas covered were: Behavior Modification, interpersonnel relationships, teacher/child relationships, stubborn children, and learning disabilities.

During the workshops, parents and teachers discussed ways of dealing with these particular problems with the psychologist.

During January, a number of workshops were held at different schools within the Follow Through district. A decision was made to discuss learning disabilities with teachers and parents. A book by Kirk, entitled "Psycholinguistic Learning Disabilities Diagnosis and Remediation", was assigned the teachers.

During the month of February, several workshops were held that discussed the language of children. Some examples utilizing the process of Associative Bridging the classroom were given. In addition, an audiotape on Stylistic Features of Black English, by Mr. Ernie Smith, was played. Open discussion followed the playing of the tape. Several parents who attended felt that the sessions were quite valuable.

During the month of March, several additional workshops were held around the reading assignment on Psycholinguistic ~~Learning Disabilities~~. Discussion covered the following topics: Concept of Learning Disability, understanding of concept, and the purpose of testing. During the workshops, small groups were formed and children with specific learning problems were discussed. Part of the workshop was used to demonstrate the Illinois Test of Psycholinguistic Abilities.

During April, several workshops were held at Follow Through schools with heavy emphasis on designating April and May as Follow Through Parents Month. One evening meeting was held so that working parents could attend. An all-out effort was made by the staff to welcome and involve parents in a number of activities. Parents were invited to attend the workshops.

An average of 18 parents attended each workshop. These workshops centered around discussion of a book by Phyllis Ross, entitled "The Black Child", as well as discussion of the hyperactive or hyperkinetic child, and other child rearing questions raised by parents. Dr. Helen Nash, a pediatrician, was invited to conduct the workshop on hyperactivity and hyperkinesis. Some of the examples of the workshop on "The Black Child" included: facing the fact that they have a black skin; parents' feeling about skin color, hair texture; how children discuss race; how parents discuss race with their children; transference of racial feelings, and so on.

With the hyperkinetic child, attention was focused on the difference between hyperactivity and hyperkinesis, normal activity, ways of handling the hyperactive child, and help for the hyperkinetic child.

In addition to the workshops, a large number of advisory meetings were held with staff of Follow Through and the Director regarding administrative and organization issues. These meetings were set up to organize systematically and improve Follow Through services for the year. Thus, psychological services covered a broad range of activities for the '73-'74 year.

c. Parental Involvement

The Parent Advisory Committee (PAC) to the Follow Through program was established to help close the gap between school and home. Parental activities were initiated to develop school-community linkage; to improve the home climate by offering education, cultural, and employment possibilities to parents; and to facilitate classroom learning by engaging parents as volunteer helpers in the schools. Five PAC meetings were held and approximately fifteen Center PAC meetings were held.

The PAC at each school periodically met at each school to inform parents of project activities and to provide a channel for their input into the program. Five general meetings were also held and were attended by representatives from the local groups. These meetings were sometimes held within the context of a social function, e.g., a Parent Showcase which was a session demonstrating Follow Through parent activities; a Jefferson Community crafts and homemaking ideas workshop; and a "Follow Through PAC End of the Year Activity". Approximately 85 parents attended all the meetings.

Parents were also involved in the Follow Through program through special activities. During the course of the year, 13 parent volunteers invested a total of 104 hours in the following activities:

> Sixteen training sessions were held to familiarize 128 parents with the materials and activities at the toy library. The library contained a variety of toys and games designed to implement the Follow Through program. These materials could be taken into the home for parents to use with their children.
>
> Parent Effectiveness Training (P.E.T.)
> Approximately 40 parents participated in four 3 hour training program sessions which focused on parent-child communication skills. These sessions offered parents suggestions on learning alternatives to traditional methods of child guidance.
>
> Employment Opportunity Center
> The Center was a service to parents which provided information on employment opportunities. This service was established to motivate parents to participate in Follow Through activities and to relieve economic pressures in the home resulting from unemployment. Regular bulletins from the Center were sent to a parent coordinator who shared them with Follow Through parent groups.
>
> Parent Summer Program
> Approximately 90 parents took part in a wide range of summer activities sponsored by the Follow Through program. Activities included softball games, crafts,

cooking, sewing, typing classes, and tutor sessions in math and reading. Home management sessions and learning center activities were also held. Stipends were paid to the participating parents.

d. Parent Career Training

Career development opportunities were offered parents of Follow Through children through the Supplementary Training Associate Program. This is the 4th year in which this phase of the Follow Through program has operated.

Supplementary Training Associates (STA Program)

The STA program provided opportunities for working Follow Through parents to advance educationally through college course work. Seventeen parents were enrolled in this phase of the program. Courses elected by parents included "The School in Contemporary Society", "American Civilization", "Practicum in Field and Lab Research", and other courses applicable to the degree requirements at the University of Missouri - St. Louis. The parents generally maintained a good class attendance record and achieved passing grades for their coursework.

APPENDIX A

EVALUATION DESIGN
FOR
PROJECT FOLLOW THROUGH

Preliminary Draft

Prepared by:

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October 4, 1973

ACKNOWLEDGEMENT

A large portion of the descriptive material presented in this evaluation design was taken directly from the 1971-72 Follow Through Evaluation Report. Because of the preliminary nature of this document, the material taken directly from the earlier report has not been placed in quotation marks or adequately referenced. However, this evaluation design rests heavily on the work which preceeded it.

Decision Level: Federal and State

Data to be collected (all schools):	Source of Data
1. Number of students in program broken down by grades within each school	Project Director
2. Number and type of staff involved in project broken down by schools	Project Director
3. Cost of program broken down by schools	Project Director or System Accounting Records
4. School Profile	Project Director

Estimated Evaluation Staff Time Required: 2.0 man days

Congruence Information

Introduction

The purpose of a congruence evaluation is to assess the achievement of the objectives which have been stated in the formal proposal submitted to the funding agency. The objectives for Project Follow Through have been placed in eight categories in the formal proposal. Rather than discuss each objective individually, the assessment of all objectives in a category will be discussed simultaneously when appropriate.

Objective: Category I

To implement a classroom environment based on the three premises of the Responsive Environment Approach: children learn at different rates; they learn in different ways; and they learn best when they are interested in what they are doing. The Responsive Environment Approach emphasizes learning how to learn in addition to learning specific subject content. Identifiable characteristics and specific objectives of such a classroom environment are:

(a) Instruction is individualized and activities and materials are provided which help children recognize their success (through built-in feedback systems) and determine their own readiness for intellectual tasks.

(b) The Reading Systems, Open Highways, Modern School Mathematics and Mathematics Involvement Program series are used in accordance with the philosophy of the responsive environment approach.

(c) There are daily opportunities for free exploration.

(d) There are daily opportunities for children to choose between group participation or individual work.

(e) Learning activities are structured such that the desire to explore, discover, seek causality and increase knowledge are reinforced.

(f) Teachers and teacher aides are stimulators and facilitators of learning rather than authoritarian directors of learning.

(g) Teachers and teacher aides structure the modified open classroom in such a manner that traditional academic goals are pursued in flexible and self directed ways.

(h) Teachers and teacher aides encourage students to think through problems and to understand the why and how of the solution.

(i) Students are encouraged to acquire and use oral communication skills effectively.

Rationale for Assessment: Category I Objectives

Since the project began in St. Louis in the 1968-69 school year, since the achievement of category I objectives are well documented in the two most recent evaluation reports, and since the project retains the same personnel; assessment of category I objectives should not receive a great deal of emphasis. Since 21 of the 22 Follow Through classroom teachers were also part of the project last year, there is every reason to believe that the category I objectives will again be achieved in other areas. Since the resources available for evaluating this project are limited, expenditure of these resources in areas other than the assessment of category I objectives appears most appropriate.

Decision: Are the learning experiences which are occurring in Follow Through classrooms consistent with those experiences described by the category I objectives?

Criteria: Follow Through classrooms are expected to provide a particular structure as a means for achieving the program's goals for pupil learning. Therefore, the following criteria published by the Far West Laboratory were used as a guide in developing observation criteria:

> . . . the objective of helping children either maintain or develop the processes and characteristics of good problem-solvers is long-term. Nevertheless, it is so significant that some effort must be made to see if the educational process is likely to encourage or discourage the kind of behavior we are seeking.
>
> This form of experience is generally described by the notions that guide the way that the classrooms are organized and the teaching methods that are used. That is, the child should be able to explore

the learning environment, be self-pacing, receive feedback that tells him the consequences of his acts, and have opportunities to discover things about himself and his physical, cultural, and social environment.[1]

In order to describe the organizational structure of learning experiences in Follow Through observations will focus upon a selected set of characteristics. The characteristics selected for examination are believed to reflect the extent to which individual learning experiences were provided in the classrooms.

The three classroom characteristics to be observed are: (1) the number of instructional groups in the classroom, (2) the number of different types of curriculum materials used in the classroom, and (3) the frequency of communication between the teacher and the individual pupil.

Since these characteristics were observed in previous evaluations, only a small sample of observations will be made. If the data obtained through these sample observations correlates significantly ($p > .05$) with the data obtained in previous evaluations, then the Category I Objectives will be considered to be achieved.

Methodology: The same procedure and same instruments used in previous evaluations will be employed this evaluation.

Observations will be made in Follow Through classrooms. Observation periods of 25 minutes each on different mornings will be scheduled for these classrooms. The observation form will require the observer to record a classroom profile every five minutes, which provided a possible total of ten observation periods for each classroom. All observers used a locally designed form which was created specifically to quantify the three classroom characteristics to be measured.

A stratified sampling technique will be used to determine which classrooms will be observed. The sampling distribution has been structured to conform as closely as possible to the distribution of Follow Through classrooms (See Tables 1 and 2). A total of 20-25 minutes observations will be made.

Timetable: Classroom observations will be made during the week beginning Monday, November 12, 1973. The data will be analyzed and reported to the Project Director by Friday, November 23, 1973. In the event Category I Objectives are not being achieved, the necessary action may be taken to correct any problems.

Time Requirements:

Estimated Evaluation Staff Time Required: 5.0 man days

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[1] Barry P. Barnes, Glen P. Nimnicht, et al., Objectives of the Responsive Head Start and Follow Through Program, Far West Laboratory for Educational Research and Development (Berkeley: By the authors, 1971), pp. 15-16.

TABLE 1

Distribution of Project Follow Through Classrooms Broken Down by Grades and Schools and Expressed as a Percentage of Total Follow Through Classrooms.

	GRADES				TOTAL				
SCHOOLS	K	1	2	3					
Carr		4.5	4.0	4.5	18.0				
Carver	4.5				4.5				
Dunbar		4.5	4.5		9.0				
Jefferson	4.5	9.0	9.0	9.0	31.5				
Franklin	4.5	4.5	4.5	4.5	18.0				
Pruitt	4.5	4.5	4.5	4.5	18.0				
Total	18.0	27.0	31.5	22.5	99.0				

Note: Total percentage less than 100% due to rounding.

TABLE 2

Distribution of Project Follow Through Classroom Observations Broken Down by School and Grade Level and Expressed as a Percentage of Total Classroom Observations.

	GRADES				TOTAL				
SCHOOLS	K	1	2	3					
Carr		5	10	5	20				
Carver	5				5				
Dunbar		5	5		10				
Jefferson	5	5	5	10	25				
Franklin	5	5	5	5	20				
Pruitt	5	5	5	5	20				
Total	20	25	30	25	100				

Objective: Category II

To improve the self concept of Project Follow Through children.

Decision: Has the self concept of Follow Through children improved?

Criteria: If children who begin the year with a "good" self concept still have a "good" self concept at the end of the year and if children who begin the year with a "bad" self concept possess a "good" self concept at the end of the school year, then the self concept of the Follow Through children will be considered to be improved.

A child will be considered to possess a "good" self concept if that child's score on a standardized instrument designed to measure self concept is above the criterion score for a "good" self concept which has been determined by the developer of the instrument. A child will be considered to possess a "bad" self concept if his score is below the criterion score.

Instrument: California Test of Personality: The 1953 Revision

Procedure: A test-retest design will be utilized. The initial testing will be performed as early in the school year as possible. The instruments will be scored immediately, and the results reported to the project's staff and classroom teachers as soon as possible.

Timetable:

Initial testing:	Completed by October 26, 1973 ???
Results Reported:	No later than November 9, 1973
Second Testing:	May 6 - 10, 1974
Results Reported:	May 13 - 17, 1974

Time Requirements:

Estimated Evaluation Staff Time Required: 6.0 man days

Objective: Category III

To improve basic academic and learning skills in the areas of language, reading, writing, arithmetical and reading problem solving, and arithmetic computation.

Decision: Have Follow Through children improved their basic academic and learning skills?

Criteria: Each student's skill in the basic areas will be assessed through the use of a standardized test. This test will be administered twice - at the beginning and end of the school year. Each student's raw score on the test and subtests will be converted to a percentile ranking which will be used as the basis for assessing the student's progress. If the student is progressing at the same rate as his or her peers, the student's percentile rank should be approximately the same on both the first and second test. If the student is progressing faster or slower than his or her peers, then the student's percentile ranking should either increase or decrease accordingly. A student's peers will be defined as the group of students which the test constructor used to standardize the instrument and derive the percentile rankings. Student skills will be considered to be improved if Follow Through students either maintain or increase their percentile rankings.

Instrument:	Stanford Early Achievement Test	(K)
	Metropolitan Achievement Test	(1-3)

Procedure: A test-retest design will be employed.

Timetable:

Administer Pretest:	May, 1973 (1-3), October, 1973 (K)
Administer Post-test:	May, 1974
Analyze Data:	June, 1974
Report Results:	June, 1974

Time Requirements:

Estimated Evaluation Staff Time Required: 10 man days

Objective: Category IV

To develop situational problem solving skills as measured by the student's ability to choose from several alternatives an alternative that offers the "best solution to the problem situation". "Best" will be subjectively determined by the teacher within each individual context.

Decision: Have students developed situational problem solving skills?

Criteria: An instrument will be locally developed for each grade level. A student will be considered to possess situational problem solving skills if the student receives a score of 80% or better on this instrument.

Procedure:

1. Follow Through staff members will delineate a series of problems children at each level can reasonably be expected to solve.
2. A test instrument based on these problems will be designed.
3. The instrument will be administered to children at all grade levels.

4. Responses will be analyzed to determine reasons for inappropriate responses.

5. Items which are passed by third graders but failed by second graders at the beginning of the school year will be used to form the test to be administered to second graders at the end of the school year. This procedure will be used for all grade levels.

6. Equivalent forms will be developed for use as diagnostic instruments during the school year.

Timetable:

Delineation of Problems:	October 26, 1973
Preparation of Instrument:	October 26 thru November 9, 1973
Administration of Instrument:	November 12 thru November 16, 1973
Analysis of Instrument:	November 19 thru November 23, 1973
Development of Parallel Forms:	December, 1973
Administer Post-tests:	May, 1973

Time Requirements:

Estimated Evaluation Staff Time Required: 20 man days

Objective: Category V

To provide special social, nutritional, medical and dental services to Follow Through children.

(A) To provide students complete physical examinations and make results known to parents.

(B) To provide dental examinations and corrective services.

(C) To provide the amount and kind of food which meets minimum daily nutritional standards.

(D) To provide social services in the areas of attendance, truancy, relocating parents, and securing clothing for children. Achievement of these objectives will be determined by the need for such services and the extent to which these needs are met.

Objective: Category VI

To correct or improve for individual children the emotional problems which are counterproductive to learning and to reduce the total number of these problems. Problems will be corrected through observer-teacher-student interaction in the classroom, through teacher-psychologist meetings, through parent-psychologist meetings, through student-psychologist meetings and, in severe cases, through institutions. Teachers refer children with emotional problems to Psychological Services and Psychological Services is responsible for prescribing and implementing correctional procedures within the limits imposed by the size of the staff.

Achievement of this objective will be determined by reduction in the number of children with emotional problems and reductions in severity of emotional problems.

Objective: Category VII

To provide inservice training for administrative staff, teacher and teacher aides.

(A) Far West Laboratory will provide for administrative staff additional training implementing the Responsive Environment Approach and will prepare them to conduct inservice training for Follow Through teachers and aides.

(B) Far West Laboratory and consultants will train project assistants and teachers in techniques which will enable teachers to adhere to the R.E.A. philosophy while using the Reading Systems and Modern School Mathematics series.

(C) Curriculum specialists and publishing consultants will provide additional inservice training in Reading Systems for project assistants who will inturn provide inservice training for teachers and teacher aides.

(D) Project assistants will provide inservice training for teachers and teacher aides in communication skills and methodology of team teaching.

(E) Project assistants will provide inservice training for teacher aides in teaching techniques, construction of educational materials and games, and in performing instructional and supportive roles which implement the Responsive Environment Approach.

(F) Psychological Services will provide for teachers inservice training in methods of identifying children with emotional problems and in the use of Psychological Services' resources.

Objectives: Category VIII

To achieve active parent and community involvement in the education (formal and informal) of their children.

(A) The Parent Advisory Council will improve community understanding of program objectives, procedures, and accomplishments through periodic dissemination of information and personal contact with parents.

(B) The program will provide parents opportunities to share in decisions which effect the education of their children.

(C) Parents will be employed as teacher aides.

(D) A variety of courses will be offered at local colleges and universities for parents who have not completed high school.

(E) The Parent Advisory Council will hold informal weekly activity meetings for parents where concerns of the Follow Through program are discussed.

(F) The Parent Advisory Council will hold formal monthly meetings for parents and community members where concerns of the Follow Through program are discussed.

(G) Hold a minimum of three overall PAC meetings per semester where concerns of Follow Through are discussed.

(H) Parents will be instructed in the use of the toy library.

(I) Conduct a Summer Workshop where parents:

  (a) Learn effective communications and the role of values, systems, judgments, and attitudes in the communication process.

  (b) Learn to handle family problems.

  (c) Develop their extroversive skills.

Rationale for Assessment:
Category V, VI, VII and VIII Objectives

The objectives for these categories require Project Follow staff members to provide certain specified services. Only the amount of services provided requires assessment. Determination of the qualitative aspects of these services in an objective, defensible manner would not only be quite difficult but apparently quite unnecessary to satisfy federal and state requirements. Therefore, this evaluation will follow the procedure established by the 1971-72 evaluation. Only the amount of services provided will be determined and reported.

Procedure: Whenever a service specified by an objective in Category V, VI, VII or VIII is provided, an appropriate record will be made by a member of the Follow Through staff. A copy of this record will be forwarded to the evaluator. This information will then be categorized, tabularized, and stored. At the end of the project year, the data will be presented in the evaluation report.

Timetable: Activity will occur continuously during the project year.

Time Requirements:

Estimated Evaluation Staff Time Required: 5.0 man days

Summary of Time Requirements:

Federal and State Decision Level

		Man Days
Data Collection		2.0
Congruence		
Objectives		
Category I	5.0	
Category II	6.0	
Category III	10.0	
Category IV	20.0	
Category V, VI, VII, VIII	5.0	
Total Congruence		46.0
Total		48.0

Decision Level: Board and District

Since the objectives of Project Follow Through are different from other programs currently operational in the St. Louis Public School system, direct comparison with another program will be most meaningful if the degree of achievement of both programs' objectives is determined for all students in both programs. Since the primary purpose of Follow Through is to improve student performance in later grades, this factor would also require consideration in any comparison. Since Follow Through emphasizes the development of problem solving skills and a positive self concept, differences between Follow Through and other programs should be related to these factors. Therefore, a comparison between Follow Through and other programs could be designed to answer the following questions:

1. Do Follow Through s[illegible] perform better than other students in later grades in terms of:
   (a) gains measured by [illegible]rdized achievement tests?
   (b) classroom behav[illegible]luated by their teachers?
   (c) achievement in [illegible]er areas measured by teacher-made tests?

2. Is the performance of Follow Through students in later grades related to:
   (a) the curriculum used in later grades?
   (b) the attitude of the student's teacher?
   (c) student's self concept?
   (d) student's problem solving abilities?
   (e) verbal and math skills acquired while in Follow Through? (negative correlation)

_If_ the factors most related to improved performance in later grades can be identified, _then_ the following questions become highly relevant:

3. Which program elements contribute most to the development of those factors which are most highly related to improved performance in later grades?

4. Do these elements function independently?

5. What has been the cost of providing these program elements?

6. What is the apparent relationship between the results achieved and the resources being consumed?

7. What is the behavior of costs as the number of students experiencing these program elements increase? Decrease? (This should include the cost of materials and training personnel.)

8. Are there alternate methods of achieving the same results?

Whether or not the factors most highly related to improved performance in later grades can be identified, the following questions still appear worthy of consideration:

9. Which program elements make the largest contribution to the development of:
   (a) self concept?
   (b) problem solving ability?

10. Have schools been homogeneous in respect to the results they have achieved with these program elements?

11. What has been the cost of providing these program elements?

12. What would be the cost implementing these elements in other programs?

Decision Level: Project Director

A primary goal of Project Follow Through is to obtain community acceptance, support and involvement. Through the efforts of the Parent Coordinator and other staff members, the Project Director is able to assess the degree of community support and involvement currently being attained. Although resources are being used to directly stimulate the desired community participation, these resources are limited. Therefore, indirect communication with the community through available mass media appears to be both an appropriate and desirable means for increasing both support and involvement. However, in order to use the available media effectively, the Project Director will require answers to the following questions:

1. Which media are available?
   (a) Print
      (1) Newspapers
      (2) Magazines
      (3) Newsletters

   (b) Electronic
      (1) Radio Stations
      (2) Television Stations

2. How well can the target audiences be defined?
    (a) What type of demographic data is most desirable?
    (b) What type of information is available?
    (c) What sources of information may be easily tapped?

3. Which media do members of the target audience use most often?

4. What specific information should be communicated to which audiences?

5. Which media are most receptive to disseminating the desired information?

6. In what format should the information be submitted to the media?
    (a) Audiotape
    (b) Print
    (c) Print and slides
    (d) Print and photographs

APPENDIX B

OBJECTIVES OF THE ST. LOUIS FOLLOW THROUGH PROGRAM

1. To implement a classroom environment based on the three premises of the Responsive Environment Approach : children learn at different rates; they learn in different ways; and they learn best when they are interested in what they are doing. The Responsive Environment Approach emphasizes learning how to learn in addition to learning specific subject content. Identifiable characteristics and specific objectives of such a classroom environment are:

    A. Instruction is individualized and activities and materials are provided which help children recognize their success (through built-in feedback systems) and determine their own readiness for intellectual tasks.

    B. The Reading Systems, Open Highways, Modern School Mathematics and Mathematics Involvement Program series are used in accordance with the philosophy of the responsive environment approach.

    C. There are daily opportunities for free exploration.

    D. There are daily opportunities for children to choose between group participation or individual work.

    E. Learning activities are structured such that the desire to explore, discover, seek causality and increase knowledge are reinforced.

    F. Teachers and teacher aides are stimulators and facilitators of learning rather than authoritarian directors of learning.

    G. Teachers and teacher aides structure the modified open classroom in such a manner that traditional academic goals are pursued in flexible and self directed ways.

    H. Teachers and teacher aides encourage students to think through problems and to understand the why and how of the solution.

I. Students are encouraged to acquire and use oral communication

II. Self concept.

III. To improve basic academic and learning skills in the areas of language, reading, writing, arithmetical and reading problem solving, and arithmetic computation as measured by standardized achievement tests, survey instruments, and teacher made tests.

IV. To develop situational problem solving skills as measured by the student's ability to choose from several alternatives an alternative that offers the "best solution to the problem situation". "Best" will be subjectively determined by the teacher within each individual context.

V. To provide special social, nutritional, medical and dental services to Follow Through children.

   A. To provide students complete physical examinations and make results known to parents.

   B. To provide dental examinations and corrective services.

   C. To provide the amount and kind of food which meets minimum daily nutritional standards.

   D. To provide social services in the areas of attendance, truancy, relocating parents, and securing clothing for children. Achievement of these objectives will be determined by the need for such services and the extent to which these needs are met.

VI. To correct or improve for individual children the emotional problems which are counterproductive to learning and to reduce the total number of these problems. Problems will be corrected through observer-teacher-student interaction in the classroom, through teacher-psychologist meetings, through parent-psychologist meetings, through student-psychologist meetings and, in severe cases, through institutions. Teachers refer children with emotional problems to Psychological Services and Psychological Services is responsible for prescribing and implementing correctional procedures within the limits imposed by the size of the staff. Achievement of this objective will be determined by reduction in the number of children with emotional problems and reductions in severity of emotional problems.

VII. To provide inservice training for administrative staff, teacher and teacher aides.

A. Far West Laboratory will provide for administrative staff additional training implementing the Responsive Environment Approach and will prepare them to conduct inservice training for Follow Through teachers and aides.

B. Far West Laboratory and consultants will train project assistants and teachers in techniques which will enable teachers to adhere to the R.E.A. philosophy while using the Reading Systems and Modern School Mathematics series.

C. Curriculum specialists and publishing consultants will provide additional inservice training in Reading Systems for project assistants who will in-turn provide inservice training for teachers and teacher aides.

D. Project assistants will provide inservice training for teachers and teacher aides in communication skills and methodology of team teaching.

E. Project assistants will provide inservice training for teacher aides in teaching techniques, construction of educational materials and games, and in performing instructional and supportive roles which implement the Responsive Environment Approach.

F. Psychological Services will provide for teachers inservice training in methods of identifying children with emotional problems and in the use of Psychological Services' resources.

VIII. To achieve active parent and community involvement in the education (formal and informal) of their children.

A. The Parent Advisory council will improve community understanding of program objectives, procedures, and accomplishments through periodic dissemination of information and personal contact with parents.

B. The program will provide parents opportunities to share in decisions which effect the education of their children.

C. Parents will be employed as teacher aides.

D. A variety of courses will be offered at local colleges and universities for parents who have not completed high school.

E. The Parent Advisory council will hold informal weekly activity meetings for parents where concerns of the Follow Through program are discussed.

F. The Parent Advisory council will hold formal monthly meetings for parents and community members where concerns of the Follow Through program are discussed.

G. Hold a minimum of three overall PAC meetings per semester where concerns of Follow Through are discussed.

H. Parents will be instructed in the use of the toy library.

I. Conduct a Summer Workshop where parents:

   1. Learn effective communications and the role of values, systems, judgements, and attitude in the communication process.
   2. Learn to handle family problems.
   3. Develop their extroversive skills.

APPENDIX C

CLASSROOM BEHAVIOR INVENTORY

PROJECT FOLLOW THROUGH

973-74 ST. LOUIS

This Classroom Behavior Inventory belongs to:

Teacher's name: ______________________________

School: ______________________________

School Address: ______________________________

____

Grade: ______________________________

CLASSROOM
BEHAVIOR
INVENTORY

for

PROJECT
FOLLOW
THROUGH
1973-74

Mrs. Virgie Carroll
Project Director
Project Follow Through
St. Louis Public Schools
Franklin School Building
314-621-3420

Reproduced by the Division of Evaluation, St. Louis Public Schools, 1517 S. Theresa Street, St. Louis, Missouri 63104, Phone: 314-865-4550, November, 1973.

INTRODUCTION

The bulk of the effort in the development of the Classroom Behavior Inventory was made during the 1972-73 school year by the members of the St. Louis Project Follow Through staff (administrative and teaching staff). This Inventory was designed to provide Follow Through teachers with a systematic procedure for identifying, recording, and evaluating changes in pupil behavior. A secondary purpose of the Inventory is to obtain the information necessary to establish Project Follow Through's effectiveness in achieving desired changes in pupil behavior. During the process of developing this Inventory, Follow Through teachers and administrators met with James Wooten, the Project's evaluator, in order to isolate those behaviors which were most important and warranted the highest degree of attention. The development of the Inventory was completed during Spring, 1973, placed in final form during October, 1973, and will be used during the 1973-74 school year.

USING THE CLASSROOM BEHAVIOR INVENTORY

1. An inventory page is provided for each student.
2. The far left column lists the behaviors which are to be rated.
3. Each student is to be rated once each month on all behaviors.
4. A student should be rated at approximately the same time each month. This will keep the interval between ratings fairly constant.
5. A five point rating scale is to be used to rate the frequency of each behavior.

Points	Frequency
5	Almost always
4	Most of the time
3	About half the time
2	Not very often
1	Almost never

6. Each child is to be rated as an individual. The ratings do not require one child to be compared with another child. Such comparisons are not appropriate for this type of rating.
6. The inventory will allow the specific areas requiring attention to be determined for each child. Once these areas have been determined, the teacher may plan and implement procedures designed to meet the needs of each child.
7. Periodically and/or at the request of the teacher, Follow Through staff members will review the Inventory to deterine common areas of concern or to provide individual teachers with assistance.

FINAL RATING

At the end of the school year, each teacher will be asked to make a final rating of each child. This rating is to be based on the teacher's professional judgement of the degree and type of changes the child has made during the school year. This judgement will be based on the teacher's interpretation of the information recorded on the Classroom Behavior Inventory during the school year.

The behaviors listed in the Inventory are considered to be desirable behaviors. One of the goals of Project Follow Through is to increase the frequency of these behaviors. The final rating, therefore, should reflect a change in frequency of desirable behaviors. However, some children will begin the year with a high frequency of desirable behavior and will not change. Others will start low and end up with a high frequency. These factors must also be considered. Therefore, the following rating scale has been devised:

Frequency of Desirable Behaviors		Final Rating
Beginning	End	
High	High	1
High	Medium	2
High	Low	3
Medium	High	4
Medium	Medium	5
Medium	Low	6
Low	High	7
Low	Medium	8
Low	Low	9

IMPORTANT NOTE

It is quite reasonable to expect that every child will *__not__* *change during the school year. Particularly in the later grades, many children can be expected to begin the year with most or all of the desirable behaviors. These children may not change during the year. This is to be expected.*

__Caution__. Do not be overly critical at the beginning of the year and rate a child artificially low.

The final ratings will be reported in the evaluation report which is submitted to the federal government. The number of children receiving each rating will be reported. Although this information will not be as precise as a report of the information in each child'spersonal inventory, the final rating should provide an adequate indication of the effectiveness of the project. Although insufficient resources are available to allow a detailed analysis of each child's inventory, this information will be retained in the event sufficient resource become available in the future.

The final rating is to be placed in the box in the top, right corner of each child's inventory. The entire booklet will be collected at the end of the school year.

Please keep a record of the dates on which the ratings are made:

Month	Date
Oct.	______________
Nov.	______________
Dec.	______________
Jan.	______________
Feb.	______________
Mar.	______________
Apr.	______________
May	______________
End	______________

FINAL ☐

STUDENT'S NAME: ______________________, ______________________
(Last Name) (First Name)

	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	End	
Gives directions - communicates verbally rather than with signs										
Initiates and leads activities										
Works at or near his ability, is moving toward further development of his potentials, accepts his limitations										
Uses spare time constructively, makes good use of time										
Pursues areas of interest independently										
Shares academic ideas willingly										
Uses available resources on his own, human and otherwise										
Takes credit for accomplishments without displaying arrogance										
Takes turn willingly in group activities										
Willingly obeys school and classroom rules and regulations										
Willingly abides by rules of a game or an activity										
Is self-starting with minimum or no suggestion										
Is self directing with minimum or no supervision										
Is self disciplined										
Cooperates with others										
Interacts socially with peers, is not an isolate										
Listens and follows directions										
Accepts authority if not abusive and subjective										
Has or is developing a positive attitude toward school, likes school										
Is willing to continue or expand a learning skill										
Completes tasks										
Takes care of school property, materials & equip.-is developing respect for property of others										
Has a sense of orderliness, is neat (contents of classroom)										
Has a sense of orderliness, is neat, (school work)										
Assumes responsibility for failures and negative behavior (is moving from this point)										
Seeks and uses constructive criticism										
Expresses thoughts and feelings 1. Verbal Comm. 2. Non verbal Comm.										
Challenges ideas, seeks causality										

APPENDIX D

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THE PROBLEM OF NEGATIVE GAIN SCORES IN THE EVALUATION OF READING PROGRAMS

John S. Caylor and Thomas G. Sticht
Human Resources Research Organization

Abstract

Negative gain scores are frequently obtained in the summative evaluation of reading training programs. This paper ascribes the major sources of such scores to three properties of the standardized tests typically used in pre- and post-program achievement testing: response format, content, and instructions. Rationale is given for: (1) the development of reading test items which can be answered only by reading the test passages, not by use of prior knowledge nor by guessing; and (2) deleting negative gain scores from the summary statistics used to evaluate the gain in achievement due to reading training.

Paper for the American Educational Research Association meetings, Chicago, April 1974.

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THE PROBLEM OF NEGATIVE GAIN SCORES IN THE EVALUATION OF READING PROGRAMS

John S. Caylor and Thomas G. Sticht
Human Resources Research Organization

Typically, the effectiveness of a reading training program is assessed by administering standardized reading tests to students when they enter the program and again when they leave the program. The difference between the pre-test and post-test scores is used to evaluate the students' achievement while the average or median of the difference scores for groups of students is reported to indicate the effectiveness of the program. Not infrequently, however, the mean scores conceal the fact that some gain scores are negative, that is, some students score higher on the pre-test than they do on the post-test. The remainder of this paper discusses why such scores may occur and offers suggestions for the construction of tests which make it possible to better interpret negative gain scores.

The focus of this paper is on the use of standardized reading tests which present a short reading passage as an information source, and requires the student to answer questions based on information in the source passage. For the purposes of the present discussion, we consider a student's score on such a test to be made-up of at least four components: one component represents the student's reading competency; a second component represents the probability of getting correct answers by chance; a third component represents getting an item correct by using prior knowledge to answer questions, rather than by getting the needed information from the accompanying reading passage; and the fourth component represents the effects of situational factors such as the student's motivation, health, elation, etc. during the test session and environmental factors extraneous to the student, such as noise, which might differentially affect pre- and post-test performance.

Negative gain scores can be obtained due to changes in any one or any combination of the four components listed. It is our contention, however, that the typical content, format, and instructions which make-up the widely used standardized, school-grade normed, automatically scorable reading tests permit or even encourage test-taking behavior which can produce negative gain scores by affecting the second (chance) and third (prior knowledge) components listed above.

Considering negative gain due to the format and instructions of standardized tests, it seems to us that the crippling flaw in the use, say, of multiple-choice type test items lies in the fact that there is an appreciable non-zero probability of a person with absolutely no reading comprehension being credited with passing that item -- without, for that matter even seeing either the reading passage or the questions. For instance, one widely used standard zed test presents brief source passages followed by 4-alternative multiple choice questions and accompanying machine scorable answer sheets. If a group of students simply marked their answer sheets without reading the 44 questions, an average raw score of 11 would be obtained, and 19 out of 20 students would have scores falling between 5 and 17, with reading grade levels ranging from 2.8 to 4.5.

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Now, even though a test appropriate to the ability level of the students would not often be answered entirely by guessing, there is likely to be a large and unknown component of guessing in many scores.

In addition to the type of response format which permits correct scores by guessing, two other factors add to the problem: (1) much of the instructions in test taking takes the form of advice to answer all the questions, whether you know the answer or not, i.e., "guess"; and (2) if one wishes to express scores in terms of reading grade level, the apparent remedy of using a standard correction-for-guessing scoring formula is not available since norms are available only for uncorrected raw scores.

It seems clear that, with tests whose response format and instructions encourage guessing and permit correct scores by such guessing, the second of the four components listed above may contribute heavily and produce greater post- than pre-test scores.

That negative gain scores are readily obtainable using such tests seems sufficient ground for treating them as instances of "no demonstrable gain" and either eliminating them from assessment of the training program or entering them as scores of zero.

The third component listed above, prior knowledge, introduces major problems when tests are used which have comprehension questions which can be answered by students using past information (stored in their head) rather than the information presented in the test reading selection. This problem is increased by the reasonable decision of the test constructor to use passages of familiar material drawn from or patterned on common cultural knowledge and the school curriculum content areas. Much of this material is already known by many students, who can therefore answer many test questions correctly without looking at the information source passage. Since it is possible that a student may know more of the answers to the pre-test than to the post-test of a reading program, the "prior knowledge component" may produce negative gain scores.

On the basis of the foregoing analysis, we conclude that a satisfactory objective test of reading comprehension must meet the requirement that the probability of a correct response which is based on any information source or tactic other than the printed information source passage must be essentially zero. The empirical procedure for meeting this requirement is straightforward: administer the answer sheet, directions, and questions while withholding the source information reading passage and eliminate all items with other than a trivially small proportion of correct answers. From this pool retain those items which can then be reliably answered by competent readers when they have been provided with the source reading passages. Such items will be characterized by free response answers based on information specific to the reading passage and not independently known by the student.

Test items meeting this requirement would eliminate a major source of error variance in the measurement of reading comprehension. This in turn would eliminate much of the random variability in the gain scores used to evaluate reading training.

If, in using such "zero probability for guessing" tests, negative gain scores are still obtained, we could interpret such a datum literally, (as we do all our hypothesis-confirming instances of positive gain) and regard it as a case of stable deterioration of reading ability. While not denying the possibility of a genuine interference phenomenon which would reliably reduce achievement level, we find this explanation unlikely, particularly in the case of the complex, practiced, cognitive domain of reading comprehension and the limited impact of most reading training programs. More substantial data would seem to be needed to support this interpretation.

Alternatively, a negative gain score can be considered as resulting from some one of the various aspects included in the fourth component identified above. Thus, day-to-day differences in health, motivation, noise levels, etc., can depress post-scores and produce negative gain. Remedies (e.g., re-testing; contingency management) are at hand for the randomly or willfully depressed post-training score and the consequent negative gain score. We feel strongly that such data should not be included in the assessment of change in reading comprehension attributable to the training program, and should not be subsumed as inevitable measurement error in the anonymity of the group mean. It is recommended that such scores be reduced to a value of zero gain or eliminated from the assessment of the amount of reading comprehension gain produced by the training program. The incidence and degree of negative gain scores should however be reported separately as an indicator both of the amount of measurement error in the data retained for assessment and of the level of student motivation under which the training and the testing were conducted.

In concluding, we should point out that the ideas and test methodology discussed herein have arisen during the course of an ongoing R&D effort directed by the authors to develop a reading training program for young adult men. In the course of this work we have developed near "zero probability guessing" (ZPG) tests which are routinely administered in pre- and post-training test sessions, along with standardized, school-grade normed tests. Since we started using the ZPG tests, we have obtained only 2% negative gain scores using the ZPG test, while 25% of the standardized test scores have been negative. We like to think that the ZPG tests better reflect the accomplishments of our program.

APPENDIX -

ST. [illegible] SCHOOL, IN-SERVICE
[illegible]

MONDAY, AUGUST 12 - FRIDAY, AUGUST 16, 1974
8:30 a.m. - 3:15 p.m. DAILY

Heritage House
2800 Olive Street
St. Louis, Mo.

MONDAY, August 12	TUESDAY, August 13	WEDNESDAY, August 14
8:30-9:00 ORGANIZATION Sign-In Pick up Handouts	8:30-9:00 ORGANIZATION	8:30-9:00 All workshop participants are to report to and remain at the Learning Center the entire day.
9:00-9:30 OPENING V. Carroll, F.T. Dir.	9:00-10:30 PSYCHOLOGICAL SERVICES COMPONENT Dr. R. L. Williams, Psychologist	The Learning Center 4504 Westminster Pl. St. Louis, Mo. 63108
9:30-10:30 ROLE CLARIFICATION Director Pro. Advisors Parent Coord. Social Worker Nurse Toy Librarian		WORKSHOP: "Science Experiences In The Child Centered Classroom" BOTTLE GARDENS AND TERRARIUMS Conducted by Resource Person from Learning Center
10:30-10:45 BREAK	10:30-10:45 BREAK	
10:45-11:30 QUESTION and ANSWER PERIOD Concerns relative to any aspect of F.T. for coming school year. Announcements, etc.	10:45-11:30 PSYCHOLOGICAL SERVICES COMPONENT, (continued)	
LUNCH 11:30-1:00 p.m.	LUNCH 11:30-1:00 p.m.	Lunch: 11:30-1:00
1:00-2:00 "Kittie Lit." A mini course in Children's Lit.	1:00-2:00 PSYCHOLOGICAL SERVICES COMPONENT	
2:00-2:15 BREAK	2:00-2:15 BREAK	
2:15-3:15 "Kittie Lit."	2:15-3:15 PSYCHOLOGICAL SERVICES COMPONENT (continued)	LEARNING Center
3:15 DISMISSAL	3:15 DISMISSAL	3:15 DISMISSAL

ST. LOUIS FOLLOW THROUGH PRE-SCHOOL IN-SERVICE
WORKSHOP SCHEDULE

THURSDAY, AUGUST 15		FRIDAY, AUGUST 16	
8:30-9:00	ORGANIZATION	8:30-9:00	ORGANIZATION
9:00-10:30	SELF CONCEPT Helping Children to Develop Healthy Self-Concepts V. Smith and D. King F.T. Program Advisors	9:00-10:30	ONE DAY Classroom Observation An instrument for assessing a responsive environment
10:30-10:45	BREAK	10:30-10:45	BREAK
10:45-11:30	SELF-CONCEPT, (continued)	10:45-11:30	ONE DAY Classroom Observation, (continued) Using Video Tapes, Discussion, and the Instrument
LUNCH: 11:30-1:00 p.m.		LUNCH: 11:30-1:00 p.m.	
1:00-2:00	SELF-CONCEPT (continued)	1:00-2:00	CLASSROOM Observation, (continued)
2:00-2:15	BREAK	2:00-2:15	BREAK
2:15-3:15	SELF-CONCEPT, (continued)	2:15-3:15	CLASSROOM OBSERVATION, (continued)
3:15	DISMISSAL	3:15	DISMISSAL

VIRGIE R. CARROLL
Follow Through Director

WASHINGTON UNIVERSITY

ST. LOUIS, MISSOURI 63130

BLACK STUDIES PROGRAM

January 25, 1974

Mrs. Edna Murray
Educational Supervisor
Project Follow-Through
814 N. 19th Street
St. Louis, Missouri 63106

Dear Mrs. Murray:

Following is the revised schedule for the Follow-Through workshops:

Tuesday	January 29	Pruitt
Wednesday	January 30	Franklin
Thursday	January 31	Carr
Tuesday	February 12	Jefferson
Wednesday	February 13	Carr
Tuesday	February 19	Pruitt
Thursday	February 21	Franklin
Wednesday	March 13	Franklin
Thursday	March 14	Franklin

The tentative agenda for February 12, 13, 19 and 21 is "Creative Black English: "Ebonics"; for March 13 and 14, Psycholinguistic Learning Disabilities: Diagnosis and Remediation.

In addition, there will be a meeting held on March 8th with the Psychology staff and Follow-Through staff.

Sincerely,

D M Wilkins

Doris M. Wilkins
Project Coordinator

DMW:js

cc: Dr. Robert Williams
Mr. Harold Teasley

SAINT LOUIS PUBLIC SCHOOLS

Follow Through Program
Virgie R. Carroll
Director

ADDENDUM

February 14, 1974

TO: Follow Through Principals and Classroom Personnel

FROM: Follow Through Office

SUBJECT: Addendum: Agenda and Schedule for Inservice with Follow Through Psychological Staff

Following is a schedule for Follow Through workshops conducted by our Psychological Staff for the month of February. These dates were inadvertently omitted from the Memorandum dated January 17, 1974. My apology

Tuesday, February 12	9:00 a.m.-12:00 noon	JEFFERSON
Wednesday, February 13	9:00 a.m.-12:00 noon	CARR
Tuesday, February 19	9:00 a.m.-12:00 noon	PRUITT
Thursday, February 21	9:00 a.m.-12:00 noon	CARVER, BANNEKER, FRANKLI (#311, Franklin School

The above scheduled meetings will be held in small groups by individual schools as before. Parent Workers, please refer to your Follow Through Bulletin of November 26, 1973 for the meeting you are to attend. All Social Medical Aides are expected in attendance as specified.

The tentative agenda for February 12, 13, 19, and 21 is "Creative Black English": "Ebonics"; for March 13 and 14 Psycholinguistic Learning Disabilities: Diagnosis and Remediation

Thank you for your cooperation.

Edna B. Murray

Edna B. Murray
Follow Through Program Assistant

EBM/ebm

314 N. 19th ST. / St. Louis, Missouri 63106 / Area Code 314-621-342

SAINT LOUIS PUBLIC SCHOOLS

Follow Through Program
Virgie R. Carroll
Director

MEMORANDUM

February 5, 1974

TO: Follow Through Principals and Teachers

FROM: Follow Through Program Advisors E.B. Murray, V.S. Smith and D.L. King

RE: On Site In - Service Meetings during the week of March 18th - 22nd 1974

During the week of March the 18th thru March 22nd 1974 the Follow Through program advisors will conduct on site inservice meetings. These meetings are for all teachers. The following schedule is offered:

Monday,	March 18, 1974	Jefferson School
Tuesday,	March 19, 1974	Carr School
Wednesday,	March 20, 1974	Franklin School
Thursday,	March 21, 1974	Pruitt School
Friday,	March 22, 1974	Carver-Banneker School

These meetings will begin at 9:00a.m. and end at 12:00 noon. It will be assumed that the meeting place for this series of meeting will be the same as those of Dr. Williams On Site Inservice with the exception of Friday, March 22, 1974 at Banneker. Mr. Shelton is asked to assign a meeting place for this meeting.

Friday, February 22, 1974 New and One Year Teachers are due at the Franklin School in Room 311 for a regular In-Service Meeting at 1:00 p.m. For further information regarding either of these meeting call the Follow Through Office. The telephone number is 621-3420.

E.B. Murray

V.S. Smith

D.L. King

EBM/mh

St. Louis, Missouri 63106 / Area Code 314-621-342

VIRGIE R. CARROLL
Follow Through Director

FOLLOW THROUGH
TOY LIBRARY TRAINING SESSIONS

TIME: 9:30a.m. - 11:45a.m.

PLACE: FRANKLIN SCHOOL, ROOM 318 - 814 N. 19th Street

TOY LIBRARIAN: MILLIE LOFTON

DATES

Tuesday	February	5, 1974
Tuesday	February	12, 1974
Tuesday	February	19, 1974
Tuesday	February	26, 1974
Tuesday	March	5, 1974
Tuesday	March	12, 1974
Tuesday	March	19, 1974
Tuesday	March	26, 1974

PARTICIPANTS: (Initial eight week course)

NAME	SCHOOL
Hattie Johnson	Jefferson
Charlena Jones	Jefferson
Frances Lewis	Jefferson
Carolyn Clemens	Jefferson
Deborah Bady	Franklin
Janice Baker	Franklin
Frances Fairchild	Franklin
Rosalind Carter	Banneker
Nettie Edwards	Carver
Vernice Glover	Pruitt
Mildred Admas	Carr
Ruth Garth	Carr
Alesia Webb	Carr
Shirley Stokes	Carr
Eunicetine Miller	Carr
Bessie Kemp	Carr

Total Number participating - sixteen (16)

VIRGIE R. CARROLL
Follow Through Director

FOLLOW THROUGH
TOY LIBRARY TRAINING SESSIONS

TIME: 12:30p.m. - 2:45p.m.

PLACE: FRANKLIN SCHOOL, ROOM 318 - 814 N. 19th Street

TOY LIBRARIAN: MILLIE LOFTON

DATES

Wednesday	February	6, 1974
Wednesday	February	13, 1974
Wednesday	February	20, 1974
Wednesday	February	27, 1974
Wednesday	March	6, 1974
Wednesday	March	13, 1974
Wednesday	March	20, 1974
Wednesday	March	27, 1974

PARTICIPANTS: (Initial eight week course)

NAME	SCHOOL
Gracie Baker	Jefferson
Ms. Godfrey	Jefferson
Theresa Smith	Jefferson
Ruth Denegan	Jefferson
Ms. Jones	Banneker
Minnie Marks	Franklin
Clara Clark	Pruitt
Mary Walker	Carr
Ella Keys	Carr
Mary Andersen	Carr

Total Number participating - ten (10)

FOLLOW THROUGH FIELD TRIPS For 73-74	FOREST PARK	GRANT'S FARM	RIVER FRO. TOUR	TOWER GR'VE PARK	4TH R GALLERY	HUMANE SOC.	JAMESTOWN MALL	U. CITY CINEMA	OAK KNOLL PARK	KIENER PLAZA	PLANETARIU	LEARNING CENTER	NORTHLAND CINEMA	MUSEUM OF TRANSPORT	WONDER BAKERY	SIX FLAGS	FAMOUS BARR	TOTAL
BANNEKER	/										/				/	/		4
CARR		/	//					/				/						5
CARVER					/	/												2
FRANKLIN				/				/									/	3
JEFFERSON					////			/	/	/		/	/					9
PRUITT	/	/			//		/					/		/				7
TOTALS	2	2	2	1	7	1	1	3	1	1	1	3	1	1	1	1	1	30

FISCAL YEAR 1974

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

PART II – A

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA *St. Louis Public Schools* County Code *115* LEA Code *115*

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity.** Do not leave blanks. **Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report *Component III - Lincoln High School* [✓ RY] Su (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent

( ) Counselor

( ) Classroom teacher

( ) Principal

(✓) Other (specify) *Staff of the Division of Evaluation*
Evaluator: Gary House

Name and Title of the person primarily responsible for evaluation of this activity.

Dr. Jean José

Telephone Number *314-865-4550*

3. Indicate, in number of weeks, the length of time this activity operated.

40 Regular year ________ Summer

4. Indicate the number of public school children eligible for Title I programs, involved in this activity.

328 Regular year from grades *9 - 12* ________ Summer from grades ________

5. a. Indicate the number of participants in which pre and post evaluation is available.

140 Regular year ________ Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any)

Diagnostic Tests; Teacher Evaluation

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period
30	*1 hour*

7. What were the objectives of this activity? *Failure to list the objective will result in rejection of the evaluation.*

See Component III

See Component III

Page 2
Part IIA
Instructional

Name of instructional activity evaluated in this report Lincoln High School

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. **The tables below are minimums.** Feel free to submit such other data as may be pertinent to the evaluation of the activity.

Name of test used: ____________________

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN

Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities. **No. of weeks between tests** ____________________

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One)

	NUMBER OF STUDENTS BY GRADE LEVEL														
GAINS	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.															
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month															
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.															
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.															
TOTAL															Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains: Prior average yearly gain = $\frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$ See back of page 4

	NUMBER OF STUDENTS BY GRADE LEVEL												
Prior Gains	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 – .70 yrs.	X												
.71 – 1.00	X												
1.01 – 1.50	X												
1.51 & over	X												
TOTAL	X												Grand Total

---

* Include only those students who had both pre and post tests and are included in this evaluation.

See Component III

Name of instructional activity evaluated in this report *Lincoln High School*

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached?

10. Based on the evidence presented on Page 2 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

11. Make recommendation of changes needed for this activity.

12. Describe any unique or innovative features of this activity.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

FISCAL YEAR 1974

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

PART II – A

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA *St. Louis Public Schools* County Code *115* LEA Code *115*

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for EACH instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity.** Do not leave blanks. **Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report *Component III - Lincoln High School* RY [✓ Su] (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent

( ) Counselor

( ) Classroom teacher

( ) Principal

(✓) Other (specify) *Staff of the Division of Evaluation*
Evaluator: Ollie Tucker Ward

Name and Title of the person primarily responsible for evaluation of this activity.

Dr. Jean José

Telephone Number *314 865 4550*

3. Indicate, in number of weeks, the length of time this activity operated.

_____ Regular year *7* Summer
Staff Development

4. Indicate the number of public school children eligible for Title I programs, involved in this activity.

_____ Regular year from grades _____ | _____ Summer from grades _____

5. a. Indicate the number of participants in which pre and post evaluation is available.

_____ Regular year | _____ Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any)

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period

7. What were the objectives of this activity? *Failure to list the objective will result in rejection of the evaluation.*

See Component III

See Component III

Page 2
Part IIA
Instructional

Name of instructional activity evaluated in this report Lincoln High School

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. **The tables below are minimums.** Feel free to submit such other data as may be pertinent to the evaluation of the activity.

Name of test used: ______________

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN

Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities.

No. of weeks between tests ______________

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One)

GAINS	NUMBER OF STUDENTS BY GRADE LEVEL Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.															
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month															
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.															
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.															
TOTAL															Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains: Prior average yearly gain · $\frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$ See back of page 4

	NUMBER OF STUDENTS BY GRADE LEVEL												
Prior Gains	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 – .70 yrs.	X												
.71 – 1.00	X												
1.01 – 1.50	X												
1.51 & over	X												
TOTAL	X												Grand Total

---

* Include only those students who had both pre and post tests and are included in this evaluation.

See Component III

Name of instructional activity evaluated in this report Lincoln High School

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached?

10. Based on the evidence presented on Page 2 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

11. Make recommendation of changes needed for this activity.

12. Describe any unique or innovative features of this activity.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

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LINCOLN HIGH SCHOOL

SUMMARY

Lincoln High School is a school for students who have been suspended from their regular eligible ESEA Title I high schools, and who have met Title I guidelines.

The strategies employed by the school include small class size, remediation, work experience for credit, counseling and close personal contact with the students. The ultimate goal of the staff is to return its students to their regular high schools with sufficient skills to allow them to graduate.

The 1973-74 evaluation of Lincoln High School included a description of the student body. It was found that more than one-half of the enrolled students were one year behind where they should be regarding the number of units of high school credit that they had earned. Ninety-three percent of the students were under the age of 18. Suspension reports varied greatly in their completeness and the reasons given for suspension were many. Upon entering Lincoln, students had very low grade-point and citizenship-rating averages and were achieving one-half or fewer of the credits that they attempted. Ability measures provided further evidence of the incompatibility of these suspended students to school.

A second evaluation step was an examination of the effects of the Lincoln program on its students - both while they were enrolled at Lincoln and after they returned to their regular high schools. While at Lincoln, students improved their grade-point and citizenship-rating averages, and they achieved higher percentages of the credits that they attempted.

Two studies of Before-Lincoln versus After-Lincoln student performance were conducted. It was found that, after students returned to their regular high schools, they earned more credits and received better citizenship ratings than they had before they enrolled at Lincoln (prior to their suspensions from their regular high schools).

A study of the Work Program indicated that although students who worked tended to receive relatively high ratings from employers, the number of students enrolled in the Work Program had steadily decreased since its beginning in 1966.

A survey of faculty attitudes and knowledges concerning learning disabilities, the possible establishment of a transitional room and a General Educational Development program, team teaching, independent study, individualized instruction and participation in Outward Bound activities, demonstrated the need to limit the number of topics for which efforts to change the Lincoln program should be expended. Individualized instruction was chosen as the topic to be developed first.

A study utilizing the Learning Environment Inventory (LEI) at Lincoln found no relationship between the nature of the learning environment and student achievement. Neither was student age, grade-in-school, sex, or length of time enrolled in Lincoln related to achievement. It was demonstrated, however, that student perceptions of their learning environments tended to cluster - with characteristics such as classroom formality relating positively to classroom goal direction and diversity, and formality relating negatively to classroom disorganization and apathy.

Other aspects of the Lincoln program addressed by the evaluation were the intake (placement) tests used, the guidance program, the [redacted] Outdoor education *program, and the nature of the physical facilities.*

In light of the findings of the evaluation, certain recommendations were made. A summary of those recommendations follows:

1. *Lincoln High School staff should exercise more control over which students are accepted into the program.*
2. *Intake tests should be teacher-made.*
3. *Outside resource persons should be more fully utilized.*
4. *Guidance classes should offer credit and should be more highly structured.*
5. *Efforts toward changing the program should be made by the faculty after they have narrowed their goals to manageable proportions.*
6. *Lincoln High School should be relocated in more spacious quarters.*
7. *The curriculum at Lincoln High School should be expanded.*
8. *The Work Coordinator's time should be utilized more efficiently in light of the goals of the work program.*
9. *Efforts to provide a wide variety of attractive, interesting and formal learning aids should continue.*
10. Outdoor education [redacted] *experiences deserve to be examined in light of specific measurable objectives.*

PROGRAM DESCRIPTION

Lincoln High School has been in operation since 1966. The school has two general purposes: 1) to provide an educational opportunity for those students who have been suspended from eligible ESEA Title I high schools because of poor attendance, behavioral problems and a related failure to achieve academically; and 2) to prepare students for their ultimate return to a regular high school. These long-term purposes are accompanied by three measurable objectives: 1) to improve attendance by 50%; 2) to improve citizenship as rated by teachers on a scale from 1 to 3; and, 3) to eliminate credit failure.

During the 1973-74 school year the professional staff at Lincoln included a principal, his assistant, 3 counselors, 16 teachers, a work coordinator, 2 social workers, a librarian and a nurse. With an average enrollment of 160 students, the staff had an ample opportunity for personal contact with students.

The physical plant consists of a three story structure which was formerly an education building for a religious congregation. A central auditorium doubles as the school cafeteria; classrooms and offices are small and there are no physical education facilities.

During the 1973-74 school year the following special events occurred as supplements to the basic Lincoln curriculum:

1. Outdoor education [redacted] *experiences were provided for the majority of students at Lincoln.*
2. *The Neighborhood Youth Corps College Co-op program was utilized by 10 Lincoln students.*
3. *The Harris Teachers College Co-op program was utilized by 1 student.*
4. *Five students earned credit in independent study courses.*
5. *Two students participated in the "Close-up" program in Washington D.C.*
6. *Project PLAN* was adopted as a school-wide attempt to individualize instruction during the 1974-75 school year.*
7. *Video-tape equipment was added to the audiovisual equipment available at Lincoln High School.*

---

* PLAN is a computer-assisted individualized instruction program developed by the Westinghouse Corporation.

8. A slide-tape presentation on the nature of the Lincoln High School program was cooperatively made by 12 students and 2 faculty members. It was presented in schools and other forums throughout the city.

9. A professional library was begun.

10. Mathematics students were involved in a banking simulation project in which they were required to manage their purchases in accordance with their incomes.

11. Social Studies students visited real courtrooms and participated in mock trials within their classrooms.

Certain procedures are followed in the day-to-day operation of the school. An entering student, along with a parent or guardian, is first interviewed by an administrator. During the interview, the purposes and rules of the school are explained to the student and any questions he may have are answered. Usually on the day following the interview, the student is scheduled to take the intake tests. These tests yield grade equivalent scores in reading and arithmetic. Based upon his scores on the intake tests and upon his credit requirements, the student receives class assignments which can be changed if a teacher recommends that the student is either too far behind or too far advanced for the work of the class.

The work coordinator assigned full-time to Lincoln attempts to find work for those students who wish to work. Two social workers provide services to students including checks on attendance irregularites.

Those students whose schedules allow it are assigned guidance classes which alternate daily with library periods. Counselors conduct the guidance classes, administer intake tests, and provide other services to individuals and to groups.

Grades and citizenship ratings are reported to students three times each semester. At the close of each semester the faculty recommends those students whom they believe are ready to return to a regular high school. The principal, assistant principal, and counselors deliberate on those recommendations and finally, the principal talks with those students involved and makes a decision as to which students should remain at Lincoln and which students should return to their regular high schools. Credits earned at Lincoln apply toward high school graduation although Lincoln does not grant diplomas.

EVALUATION

Overview. The evaluation of Lincoln High School for the 1973-74 school year consisted of several dimensions. First, an attempt was made to determine the nature of the student body by collecting and reporting intelligence and aptitude test score distributions; age; grade-in-school and year in school distributions; reasons for suspension from the regular high school; and results of intake tests.

Secondly, effects of the program were studied. Comparisons of student performance before and after as well as before and during their enrollment at Lincoln were made. Comparisons included measures of achievement, citizenship and attendance. The disposition of all the students who entered the program during the 1973-74 school year was studied. Employer ratings of student workers were collected and examined.

Third, staff input into the nature of the program and the need for change was gained by interviews and a questionnaire.

Fourth, a study of the learning environment, and the effects of the learning environment and certain demographic variables upon the achievement of Lincoln High School students was conducted.

Questions To Be Answered. Four major questions, each having many subquestions, were asked in the 1973-74 evaluation of Lincoln High School. What follows is an outline of those questions:

1. What is the nature of the Lincoln High School student body?
    - A. What is the distribution of intelligence test scores?
    - B. What is the distribution of verbal aptitude test scores?
    - C. What is the distribution of numerical aptitude test scores?
    - D. What is the distribution of verbal plus numerical aptitude test scores?
    - E. What is the distribution of grade equivalent levels in reading?
    - F. What is the distribution of grade equivalent levels in arithmetic?
    - G. Are Lincoln students earning enough credits in order to graduate before they reach the age of 21?

H. *Are Lincoln students currently at a grade level appropriate for their age?*

I. *Are Lincoln students progressing through high school at a rate of one-grade-per-year?*

J. *For what reasons are Lincoln students suspended from their regular high schools?*

II. *What are the effects of the Lincoln High School program on its students?*

A. *Do students at Lincoln earn more credits than they did at their regular high schools?*

B. *Do students at Lincoln attend more often than they did at their regular high schools?*

C. *Do Lincoln students arrive at school on time more frequently than they did at their regular high schools?*

D. *Do Lincoln students receive better citizenship ratings from their teachers than they did at their regular high schools?*

E. *Once they return to their regular high schools, do Lincoln students earn more credits than they did before they came to Lincoln?*

F. *Once they return to their regular high schools, do Lincoln students earn better grades than they did before they came to Lincoln?*

G. *Once they return to their regular high schools, do Lincoln students receive better citizenship ratings from their teachers than they did before they came to Lincoln?*

H. *Once they return to their regular high schools, do Lincoln students attend more frequently than they did before they came to Lincoln?*

I. *Once they return to their regular high schools, do Lincoln students arrive at school on time more frequently than they did before they came to Lincoln?*

J. *What happened to the students who entered Lincoln during the 1973-74 school year? How many were returned to their regular high schools? How many dropped-out? How many withdrew?*

K. *How many Lincoln students worked? Where did they work? What jobs did they have? How much did they earn? What did their employers say about them? How many were fired, laid-off or changed jobs?*

III. *What is the nature of the Lincoln High School Program and are improvements needed?*

A. *Is an effort being made to individualize instruction?*

B. *Are simulation of real-world techniques utilized in classrooms?*

C. *Do students receive individual and group counseling?*

D. *Does intake test data provide useful information?*

E. *Are support service persons (counselors and social workers) being effectively utilized?*

F. *What innovations were introduced into the program during the 1973-74 school year?*

G. *To what extent does the staff see a need to: 1) further individualize instruction; 2) learn more about learning disabilities; 3) provide a General Educational Development program; 4) participate in an* [redacted] *program; 5) develop a transitional room; 6) develop team teaching strategies; 7) further develop an independent study component?*

H. *In which other program areas does the staff see a need for improvement?*

IV. *What are the effects of student perceptions of their learning environments and certain demographic variables on student achievement?*

A. *Do student perceptions of their classes effect their achievement within those classes?*

B. *Does student age, sex, grade-in-school and/or length of time enrolled at Lincoln effect their class perceptions?*

C. *Does student age, sex, grade-in-school, and/or length of time enrolled at Lincoln effect their achievement?*

Tests And Instrumentation. In order to gain a clear picture of the nature of the Lincoln High School student body, school records were searched for descriptive data. The most recent full scale IQ was used as the intelligence test score. In most cases, the Lorge-Thorndike Intelligence Test (taken in grade seven) or a Stanford-Binet or Wechsler score was available.

As a part of the Missouri Statewide Testing Program, Differential Aptitude Tests (DAT) are administered to all public school students. Verbal, numerical and verbal-plus-numerical subscale percentiles were taken from permanent records and distributions were plotted for each subscale. Percentiles are based upon Missouri statewide norms.

As an index of how Lincoln students were progressing through school, their age was compared to the number of years that they had been in high school, and to their grade-in-school, as determined by the number of credits that they had earned.

As part of the Lincoln High School program, each entering student was given two achievement tests published by SRA. Each test yielded a grade equivalent score: one in reading and one in arithmetic. Intake test scores were determined and reported in this evaluation for a randomly selected sample of Lincoln High School students.

The final source of descriptive data to be examined was the set of suspension reports that were written by high school officials and sent to Lincoln by District Superintendents. (Suspension reports outline the problem behaviors of the students.)

There were two areas in which the effects of the Lincoln High School program on its students were examined. One area was the effects on the students while still in attendance at Lincoln compared to their performance prior to their enrollment at Lincoln. The other area was the effects on the students after they were returned to their regular high schools as compared to their performance prior to their enrollment at Lincoln. All "before Lincoln" measures were taken from the first complete high school semester prior to a student's enrollment at Lincoln. All "after Lincoln" measures were taken from the first complete high school semester after leaving Lincoln. The "during Lincoln" measures were taken from the first semester of the 1973-74 school year. Percents of credits earned versus attempted were compared.

A correlational study of pre Lincoln grade-point-averages with Lincoln grade-point-averages was conducted.

Differences in numbers of absences and frequencies of tardiness were examined, as were differences in grade-point-averages and citizenship ratings.

Rating sheets collected from employers by the work coordinator were studied and data was gathered as to how many students were employed, where they were employed, how much they earned, what the turn-over rates were for different turn-over categories, and what the employer ratings of students were.

For each student who entered Lincoln during the 1973-74 school year, data processing reports were examined in order to determine how many students were enrolled, how many withdrew or dropped-out of the program, what the withdrawal and drop-out categories were, how many students were returned to a regular high school, and how many students remained in the program.

Interviews with staff members were conducted; a staff questionnaire was administered; and, classroom and other observations were made in order to determine the nature of the Lincoln program and any changes needed or advisable.

The Learning Environment Inventory (LEI) was selected as the instrument to be used to measure student perceptions of their classes. The LEI consists of 105 items. Those 105 items contain 15 subscales of 7 items each. Subscale items are randomly distributed throughout the instrument. Each item is a statement that describes some aspect of a classroom's environment. Students are asked to respond by marking a number corresponding to a four-level, degree of agreement scale: 1 = strongly disagree; 2 = disagree; 3 = agree; 4 = strongly agree. Thus, each subscale has a possible scale-score range from 7 to 28.

A listing of 15 subscale titles; and the questions that each subscale attempts to answer is given below:*

Subscale 1. Cohesiveness: To what extent do students know and like each other?

Subscale 2. Diversity: How diverse are the interests of the class members?

Subscale 3. Formality: To what extent are rules established and enforced?

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* Validity and reliability data, along with a more detailed description of the instrument and its development, may be found in The Assessment of Learning Environments: A Manual For the Learning Environment Inventory and the My Class Inventory by Gary J. Anderson. This publication can be acquired from the Atlantic Institute of Education, 5244 South Street, Halifax, Nova Scotia, Canada.

Subscale 4. Speed: How fast is the pace at which work is done within the class?

Subscale 5. Environment: To what extent are materials available; is the room attractive; is space sufficient within the classroom?

Subscale 6. Friction: To what extent do students quarrel among themselves?

Subscale 7. Goal Direction: Are the tasks and objectives of the class clear to its members?

Subscale 8. Favoritism: Do students perceive that class members are treated preferentially?

Subscale 9. Cliqueness: To what extent do class members form smaller subgroups?

Subscale 10. Satisfaction: Are students satisfied with the activities of the class?

Subscale 11. Disorganization: Does the work of the class seem confused?

Subscale 12. Difficulty: Is the work of the class relatively easy or difficult?

Subscale 13. Apathy: Are class members concerned about their success?

Subscale 14. Democratic: Do class members see the decision-making processes of the class as democratic?

Subscale 15. Competitiveness: Do students compete in their class work?

Other variables examined by this study were student age, grade-in-school, length of time enrolled at Lincoln, sex, and academic achievement.

Results Of Data Analysis: Ages, Grades-In-School, And Number of Years In School For Lincoln High School Students

In March, 1974, 97 of the 154 students for whom grades were reported at the close of the first semester remained at Lincoln. In order to determine more precisely the characteristics of the Lincoln student body, data were collected to show the number of credits earned, the age, the year in school, the grade point-averages, and the citizenship averages of the remaining 97 students at the time of their referral to Lincoln.

At the time of each student's referral to Lincoln, 17 units of credit were required for graduation. Therefore, a 9th grade student would have earned less than 4.250 credits, a 10th grade student would have earned from 4.250 to 8.499 units of credits, an 11th grade student would have earned from 8.500 to 12.749 units of credit and a 12th grade student would have earned 12.750 or more units of credit.

Grade-in-school, as determined by the number of credits earned, was plotted in a matrix whose other dimension was the year in high school during which the student was referred to Lincoln. The matrix is reproduced as Figure 1.

Figure 1

DISTRIBUTIONS OF YEAR-AND-GRADE-IN-SCHOOL
FOR 97 LINCOLN HIGH SCHOOL STUDENTS

		YEAR IN HIGH SCHOOL AT TIME OF REFERRAL TO LINCOLN				
		1	2	3	4	TOTALS
GRADE IN SCHOOL WHEN REFERRED TO LINCOLN	Senior (12.750 & greater credits)				1 (0)	1 (1%)
	Junior 8.500 - 12.749 credits)			3 (0)	2 (-1)	5 (5%)
	Sophomore (4.250 - 8.499 credits)		6 (0)	10 (-1)	4 (-2)	20 (21%)
	Freshman (0.00 - 4.249 credits)	18 (0)	44 (-1)	8 (-2)	1 (-3)	71 (73%)
	TOTALS	18 (19%)	50 (51%)	21 (22%)	8 (8%)	97 (100%)

The numerals in the center of each cell (in Figure 1) show the number of students assigned to that cell. Numerals in parentheses indicate the number of years that the students within that cell have fallen behind what would be considered a normal (one-grade-per-year) progression through high school.

It can be seen that 28 of these students (29%) were at grade level when referred to Lincoln; 56 students (58%) were 1 year behind grade level; 12 students (12%) were two years behind grade level and, 1 student (1%) was three years behind grade level.

Of note as well, is the distribution of year-in-school at the time of referral: 18 students (18%) were in their first year of high school; 50 students (52%) were in their second year; 21 students (22%) were in their third year; and, 8 students (8%) were in their fourth year of school.

Another perspective can be gained by examining the age of students related to their grade level at the time of their referral to Lincoln.

Figure 2

DISTRIBUTIONS OF AGE-AND-GRADE-IN-SCHOOL AT TIME OF REFERRAL TO LINCOLN FOR 97 LINCOLN HIGH SCHOOL STUDENTS

		AGE WHEN REFERRED TO LINCOLN					
		14	15	16	17	18	TOTALS
GRADE IN SCHOOL WHEN REFERRED TO LINCOLN	GRADE 12 (12.750 & greater credits)				1		1 (1%)
	GRADE 11 (8.500 - 12.749 credits)			1	4		5 (5%)
	GRADE 10 (4.250 - 8.499 credits)		1	7	7	5	20 (21%)
	GRADE 9 (0.00 - 4.249 credits)	2	17	35	15	2	71 (73%)
	TOTALS	2 (2%)	18 (19%)	43 (44%)	27 (28%)	7 (7%)	97 (100%)

As can be seen from Figure 2, 93% of the students in the sample were under the age of 18 at the time of their referral to Lincoln. Those students in grades 9 and 10 at the time of their referral, numbered 91 and accounted for 94% of the sample. These data indicate that most students enrolled at Lincoln were not too old or too far behind in credits to eventually be returned to their regular high schools. However, for at least two students, the liklihood of their earning enough credits to graduate before they reach the age of 21 seems small. Such students should be identified prior to their enrollment at Lincoln and should be referred elsewhere.

As a measure of their behavioral histories, suspension reports on the seventy-four new students enrolled at Lincoln High School during the September, 1973 to January, 1974 period were examined. All of the infractions mentioned in those reports were listed and tallied. Table 1 shows the infractions cited and the number of times that infraction was mentioned in the reports.

TABLE 1

REASONS FOR SUSPENSION

REASON	FREQUENCY
Class cutting	57
Attendance	34
Disruptive Behavior	28
Truancy	23
Verbal Disrespect	22
Tardiness	21
Academic Failure	19
Fighting	18
Threatening	11
Failure to obey	10
Parental failure to respond	9
Having dangerous weapon	6
Striking teacher-guard	5
Attitude	5
Smoking in building	4
Trespassing in another building	3
Gambling	3
Trespassing in own building	2
Throwing rocks at teacher	2
Enhancement of riotous conditions	2
Having a vicious dog	2
Suspicion of smoking marajuana in building	2
Hostility	1
Suspicion of drunkeness	1
Having no book	1
Set fire in class	1
Seen with outsiders during school hours	1
Searched by police during school hours	1
Destroying school property	1
Uncooperative	1
Sexual molestation of a teacher	1
Extortion	1
Lying	1
Stealing	1
Arrested - suspicion of committing a felony	1
Stabbed another student with a pencil	1
Smoking marajuana	1

For all but four suspendees, multiple reasons for suspension were listed. Class cutting was by far the most frequent single infraction mentioned. The total number of infractions relative to attendance (i.e. class cutting, attendance, truancy, and tardiness) equaled 135 or 45% of the total. Academic failure was, in each case, mentioned as an effect of attendance irregularity and not as a cause for suspension.

Openly aggressive or confrontive acts such as fighting, verbal disrespect, disruptive behavior and others, were reported 119 times or 39% of the total number.

The four students for whom one reason for suspension was given were suspended respectively for frequent truancy, frequent class cutting, smoking marajuana on school grounds, and fighting.

Whether or not the Lincoln High School staff is able to deal effectively with students who exhibit all of the behaviors listed in Table 1 is an area worthy of exploration. It would seem appropriate to determine which behavioral problems the staff could best help students solve and then select for enrollment those students who would best be served.

Results Of Data Analysis: *Grade-Point-Averages, Attendance And Tardiness Before And During Enrollment At Lincoln*

Pre-Lincoln grade-point-averages were available for 93 students who received Lincoln grades at the close of the first semester, 1973-74. Those pre-Lincoln grade-point-averages ranged from 0.0 to 3.0 on a 5-point scale. The mean grade-point-average for the 93 students was .88. The standard deviation was .74. The same students earned a mean grade-point-average of 1.98 on a 3-point scale with a standard deviation of .52 during the first semester of the 1973-74 school year at Lincoln.

A Pearson Product-Moment Correlation was calculated on the pairs of pre-Lincoln grade-point-averages and Lincoln grade-point-averages. The result was r=-.0021. It was therefore concluded that there was no relationship between the students' grade-point-averages prior to entering Lincoln and their grade-point-averages at Lincoln.

The records showed that the same 93 students were absent an average of 21.04 times per student during the semester immediately preceeding their referral to Lincoln. During the first semester of the 1973-74 school year they were absent an average of 13.86 times per student. The average decrease of 7.18 times absent is statistically significant beyond the .01 level.

Pre-Lincoln and Lincoln citizenship ratings were compared for the same group of 93 students. Before their enrollment at Lincoln the students received an average citizenship rating of 2.26. They received an average first semester 1973-74 citizenship rating of 1.84 - a difference of .42. This difference is statistically significant at the .05 level.

It can be concluded that student performance at Lincoln is independent of student performance prior to Lincoln; and, that students improve in their academic and behavioral performance while at Lincoln.

Results Of Data Analysis: Results of Measures of Ability

To further determine the nature of the Lincoln student body, IQ and Differential Aptitude Test scores were taken from the permanent records. Figure 3 illustrates the distributions of intelligence and aptitude test scores for the 163 students enrolled at Lincoln on March 22, 1974. (Figure 3 on page 16)

It can be seen that Lincoln High School students score well below average on measures of academic aptitude and that remedial programs are appropriate for them. In addition, for approximately 30% of the students, aptitude and/or IQ data were missing. There is a need to keep the permanent records of these students more current.

Results Of Data Analysis: Intake Test Results

Forty Lincoln High School students enrolled during the second semester, 1973-74, were selected at random and their records examined for the results of diagnostic intake tests. For all but two of the forty students, the intake tests used were SRA's Diagnostic Reading Test and Basic Skills in Arithmetic Test. The other two students had been tested using the Iowa Test of Basic Skills. Grade equivalent scores were recorded in all cases.

The following table shows the numbers and percents of students scoring at the different grade equivalent levels on each test.

TABLE 2

GRADE EQUIVALENT LEVELS

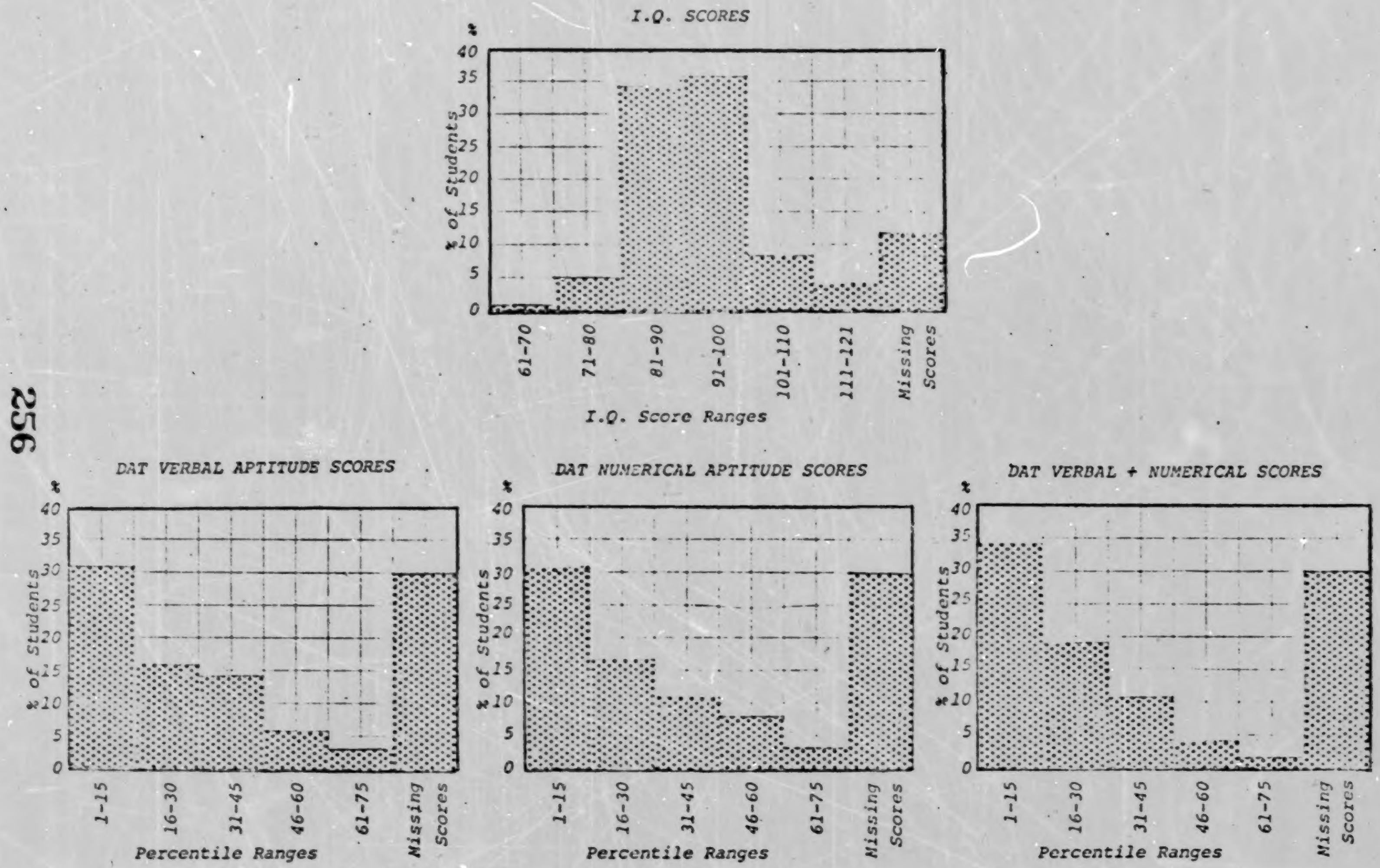
	4	5	6	7	8	9	10	11	12	Missing	TOTALS
SRA Diagnostic Reading Test	n=2 5%	n=1 3%	n=2 5%	n=22 58%	n=5 13%	n=5 13%			n=1 3%		n=38 100%
SRA Basic Skills in Arithmetic Test			n=34 89%	n=2 5%		n=1 3%				n=1 3%	n=38 100%
Iowa Test of Basic Skills-Reading	n=1 50%				n=1 50%						n=2 100%
Iowa Test of Basic Skills-Arithmetic		n=1 50%	n=1 5%								n=2 100%
TOTALS	n=3	n=2	n=37	n=24	n=6	n=6			n=1	n=1	n=80 100%

In the case of the reading test, more than half of the students scored at the seventh grade level; 89% of the students scored at the sixth grade level on the arithmetic test.

It was concluded that the SRA tests are not diagnostic in nature, do not discriminate well and should be replaced with teacher-made, criterion-referenced tests.

Figure 3

DISTRIBUTIONS OF I.Q. AND APTITUDE TEST SCORES
FOR 163 LINCOLN HIGH SCHOOL STUDENTS


I.Q. SCORES

DAT VERBAL APTITUDE SCORES

DAT NUMERICAL APTITUDE SCORES

DAT VERBAL + NUMERICAL SCORES

Results Of Data Analysis: Achievement While at Lincoln

At the close of the first semester of the 1973-74 school year, grades and citizenship ratings were reported for 154 Lincoln High School students. Grades ranged from 0 to 3 with 3 being high. The mean grade reported was 1.89.

Citizenship ratings ranged from 1 to 3 (1 being high) and showed an average of 1.84.

Tables 3 and 4 shows the categories of grade-point-averages and citizenship rating averages, the frequency of averages falling within those categories, and the percents of students having averages within those categories.

TABLE 3

DISTRIBUTION OF GRADE-POINT-AVERAGES FOR 154 LINCOLN HIGH SCHOOL STUDENTS FIRST SEMESTER 1973-74

G.P.A. Intervals	f	%
2.01 - 3.00	68	44
1.01 - 2.00	70	46
0.00 - 1.00	16	10
TOTALS	154	100

TABLE 4

DISTRIBUTION OF CITIZENSHIP-RATING-AVERAGES FOR 154 LINCOLN HIGH SCHOOL STUDENTS FIRST SEMESTER 1973-74

Citizenship Average Rating Intervals	f	%
1.00	1	1
1.01 - 2.00	112	73
2.01 - 3.00	41	26
TOTALS	154	100

Percents of credits earned versus credits attempted were computed for all students receiving grades for the first semester 1973-74. Table 5 shows the percent of credits earned versus credits attempted levels and the number of students who achieved at each level. The percent of students achieving at each level is also shown.

TABLE 5

NUMBERS AND PERCENTS OF STUDENTS AT DIFFERENT LEVELS OF ACHIEVEMENT

Achievement Levels (Percent of credits earned)	Numbers of Students at Each Level	Percent of Pupils at Each Level
100	96	62
83	1	1
80	22	14
75	1	1
67	1	1
60	11	7
50	1	1
40	9	6
25	1	1
20	7	4
0	4	2
TOTALS	154	100

These data further support the conclusion that students improve dramatically in their academic and behavioral performance while at Lincoln.

Results Of Data Analysis: Lincoln High School Work Program

Lincoln students who wish to work and who qualify for jobs may request to obtain a job and earn high school credits for their work experience.

A full-time work coordinator is employed to find jobs for students, place qualified students on jobs, and supervise working students.

During the 1973-74 school year the work coordinator spent at least one period of each day in supervising guidance classes. Thus, one-sixth of her time was spent in other than work-coordinating activities. In addition to the time spent away from employment activities, some flexibility was taken from her schedule in that she could not schedule appointments with employers during the time of day when she had to be on campus for classes.

Copies of employee rating sheets, completed and sent to the work coordinator by participating employers, were forwarded to the evaluator three times each semester. From those rating sheets it was determined that 88 Lincoln High School students participated in the work program during the 1973-74 school year. They worked at some 45 job sites for pay ranging from $1.15 to $4.70 per hour. The average (mean) wage earned was $1.90 per hour.

Although it was not possible to determine precisely how many students were fired, resigned, etc., it was determined that 6 students had credit temporarily withheld, 15 students received no credit for working, and 8 students withdrew from the program during the year.

Employers rated students on personal appearance, attendance, punctuality, interest and initiative, ability to work with others, performance of routine duties, attitude, suitability for the job, responsibility-dependability-reliability, and cooperation.

Overall, 37% of the ratings were above average, 52% were average, 5% were below average and 6% of the rating categories were left blank by employers. Employers were directed to rate the Lincoln High School student-employees as they compared to other employees with comparable experience or length of service.

Table 6 reports the number of employed students per marking period.

TABLE 6

EMPLOYED STUDENTS PER MARKING PERIOD

MARKING PERIOD	NO. STUDENTS EMPLOYED
From 9/4/73 to 10/12/73	32
From 10/9/73 to 11/30/73	47
From 12/3/73 to 1/18/74	43
From 1/21/74 to 3/8/74	19
From 3/8/74 to 4/26/74	23
From 4/26/74 to 6/10/74	33

The Work Coordinator provided the evaluator with records showing the history of the Lincoln work program from its beginning in the Fall of 1966.

The numbers of students registering for the program and withdrawing from the program during each semester are given in Table 7.

TABLE 7

LINCOLN HIGH SCHOOL WORK PROGRAM HISTORICAL ENROLLMENT DATA

Semester Dates	Registration	Withdrawal
Fall, 1966	190	24
Spring, 1967	166	24
Fall, 1967	171	24
Spring, 1968	162	32
Fall, 1968	154	43
Spring, 1969	114	22
Fall, 1969	127	47
Spring, 1970	71	26
Fall, 1970	70	18
Spring, 1971	63	16
Fall, 1971	79	30
Spring, 1972	87	14
Fall, 1972	80	18
Spring, 1973	83	33
Fall, 1973	80	28
Spring, 1974	54	15

Based upon her extensive experience in counseling and employment services, the Work Coordinator offered a number of reasons which in her opinion account for the steady decrease in enrollment.

1. A depressed economy.
2. A demise of many businesses formerly employing students.
3. Increase in minimum wage.
4. Unionization of more jobs.

5. Conversion of part-time positions to full-time to reduce employee fringe benefits.

6. Business trend to more self-service.

7. Relocation of businesses to county with a consequence of no available transportation.

8. Many service occupations in which students can be placed are located primarily in the county.

9. Funding cuts or discontinuance of public agency programs.
   Projection: Neighborhood Youth Corps ends officially June 30, 1974 and with its discontinuance many schools will suffer loss of some jobs secured through this agency.

10. Employer unhappiness with attendance and/or performance of students.

11. Competition of ever increasing number of work-study programs in metropolitan St. Louis. Many of these programs provide students with a saleable skill.

12. Overall smaller student enrollment from which appropriate selection could be made. Students seem younger and less mature. This seems to make longer days more difficult for them. They seem to have less background. Some are not eligible because they are less than sixteen years of age. Many do not drive. Overall intelligence seems lower.

13. Jobs are not relinquished upon return to the general high school.

14. Declining time and general restrictions for and on work coordination.

1966-1967	No imposed restrictions.
1967-1969	Early morning restriction on time.
1969-1973	Continuance of early morning restriction and imposed after school restriction during extra service time.
1973-1974	Continuance of early morning restriction, substituting duties, assigned group guidance class during sixth hour in fall semester and during first hour in spring semester.

Data relative to the work program indicates a need for more time to be spent in job placement and follow-up activities. Also some job skill training needs to be provided to Lincoln students.

Results Of Data Analysis: Follow-Up Of Returnees To Regular High School

In September, 1973, 42 former Lincoln High School students were returned to regular high schools. Twenty-three students were returned in January, 1974.

In an effort to determine the effects of the Lincoln High School program on returning students, a study of their pre-Lincoln and post-Lincoln records was made. The number of times that they were absent and tardy during the first complete semester prior to their enrollment at Lincoln was compared to the number of times that they were absent and tardy during their first complete semester after Lincoln. Similar pre and post comparisons were made between credits achieved, grade-point-averages, and citizenship rating. Results are reported in Tables 8 and 9 and in Figure 4 on page 23. (Of the 42 September returnees 32 (76%) had pre and post data; of the 23 January returnees 15 (65%) had pre and post data.)

TABLE 8

FOLLOW-UP OF 32 SEPTEMBER RETURNEES TO THE REGULAR HIGH SCHOOL

	Before Lincoln (Means)	After Lincoln (Means)	Difference	Significance Level
Credits Achieved	43.40%	68.75%	-25.35%	.004
Grade-Point-Average	0.60	1.31	- .71	.001
Citizenship Average	2.31	1.98	.33	.001
Absences	20.58	17.83	2.75	.454
Tardies	10.50	7.42	3.08	.415

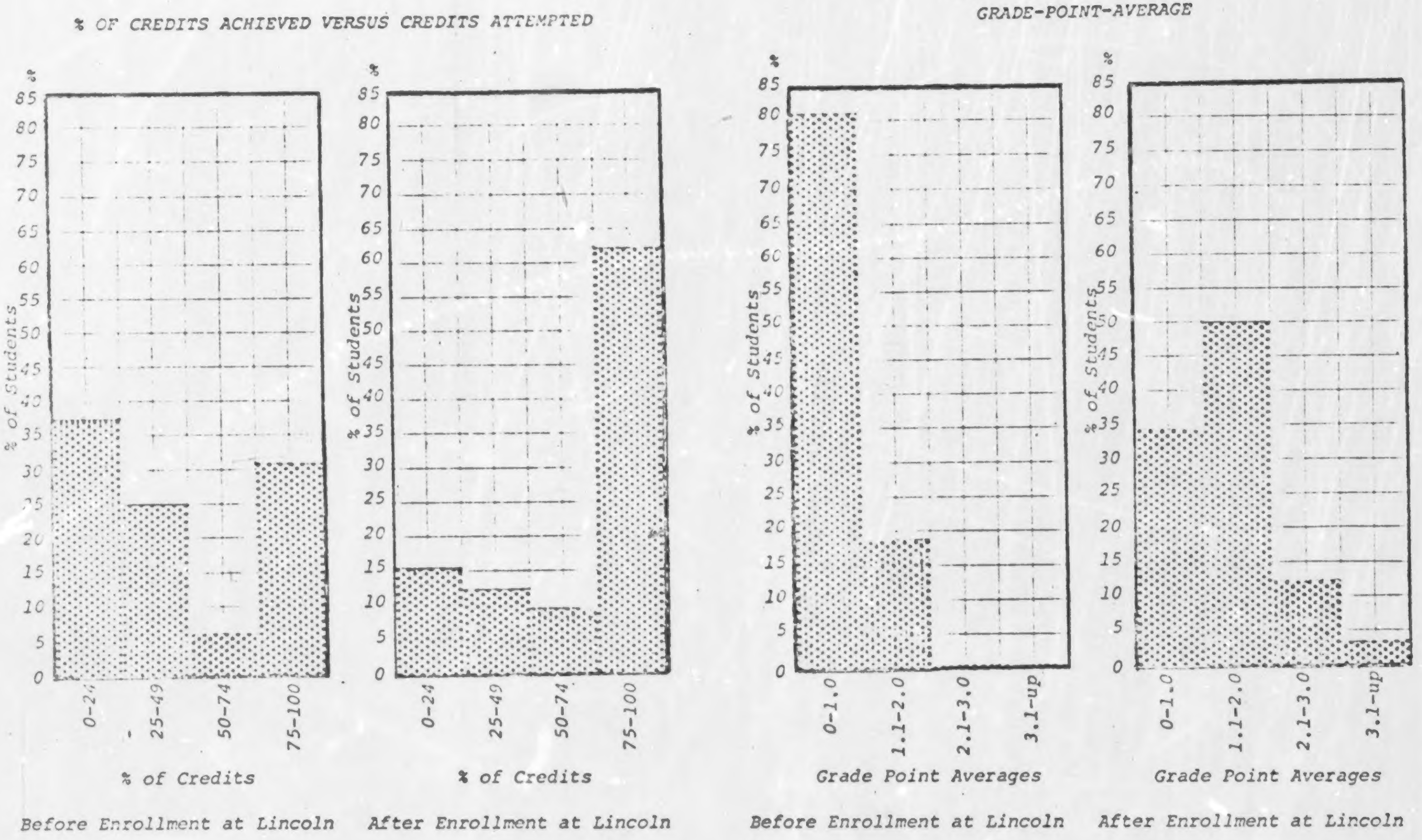
TABLE 9

FOLLOW-UP OF 15 JANUARY RETURNEES TO THE REGULAR HIGH SCHOOL

	Before Lincoln (Means)	After Lincoln (Means)	Differences	Significance Level
Credits Achieved	50.00%	70.67%	-20.67%	.075
Grade-Point-Average	1.18	1.32	- .14	.627
Citizenship Average	2.14	1.91	.23	.027
Absences	34.21	22.78	11.43	.046
Tardies	9.71	12.57	- 2.86	.415

Figure 4

PRE-LINCOLN AND POST-LINCOLN DISTRIBUTIONS OF
CREDITS ACHIEVED AND GRADE-POINT-AVERAGES FOR
32 LINCOLN HIGH SCHOOL STUDENTS RETURNED
TO REGULAR HIGH SCHOOL IN SEPTEMBER, 1973



The data demonstrate that former Lincoln students earn more credits, better grades and citizenship ratings than they did prior to their suspension from regular high schools. However, those students who returned to regular high schools in September did better than those who returned in January. Reasons for the differences in the success levels of September and January returnees should be determined and a decision made regarding the advisability of either eliminating or limiting the practice of returning any students in January.

Results Of Data Analysis: A Study Of The Lincoln High School Learning Environment

Lincoln High School serves a student body that is homogeneous in several areas: All students have been suspended from their regular high schools; all students come from socioeconomic areas that meet Title I guidelines; there is little variance in student achievement levels as measured on intake tests.

According to past evaluations of Lincoln, it has been difficult to find measures that result in an amount of variance sufficient for the prediction of student achievement. It was thought that an area that might provide a wide range of variance would be one that was, at least in part, affective in nature.

This year, it was determined that an area in need of exploration was that of student perceptions of their classes. It was assumed that student perceptions of their classes would be influenced by an affective component. It was hypothesized that student achievement at Lincoln would vary with those perceptions. It was further hypothesized that both student perceptions of their classes and student achievement within those classes would vary with certain demographic characteristics of those students.

Therefore the three primary purposes for conducting the study were:

1. To determine the relationships between a set of student perceptions of their classes and student achievement within those classes.
2. To determine the relationships between a set of student perceptions of their classes and a set of demographic characteristics of those students.
3. To determine the relationship between student achievement and a set of demographic characteristics of those students.

Four secondary questions to be addressed by the study were:

1. Do students tend to perceive differences among classes?
2. Do students tend to perceive differences between subject matter areas?

3. Do Lincoln High School student class perceptions differ from those of the Learning Environment Inventory standardization sample?

4. What are the relationships among the subscales of the Learning Environment Inventory?

PROCEDURES

The LEI was administered to the students present in the second or third period classes of all Lincoln High School teachers on Thursday, March 14, 1974.

Periods 2 and 3 were chosen so that those students who normally arrive late would be more likely to be present. All teachers have at least one class during the second and third periods. In addition, Thursday was chosen as one of the days of the week when students would be more likely to be in attendance.

Each teacher was given a set of inventory booklets, answer sheets (pre-coded as to class and subject-matter-area number), pencils, erasers, and directions for administering the instrument. At the close of each testing period, all materials were collected from those teachers who had administered the instrument during that period.

All answer sheets were checked for accuracy and corrected when errors were found. Those answer sheets completed by students who had been enrolled at Lincoln for less than five weeks were discarded because no grades were available for them. The final sample consisted of 99 students.

Achievement was reported as the most recent report card grade received by the student in the class in which he responded to the LEI. The most recent report card grades had been assigned by teachers during the previous week and were coded by the evaluator after the administration of the instrument. Grades at Lincoln are numerical and range from 0 to 3. The highest grade is 3.

Students coded their birthdates on the answer sheets. Checks were made by referring to the permanent records. Final age scores were computed and expressed in years rounded to the nearest hundredth. Ages ranged from 15 to 20 years.

Grade in school was coded by students and ranged from grade 9 to 12.

Length of time enrolled at Lincoln was expressed in number-of-months and was coded by the students. The range was from 2 to 24 months.

Sex was coded by students. Boys were assigned a value of 1 and girls assigned a value of 2.

Relationships between variables were measured by use of the Pearson Product-Moment Correlation Coefficient (r) and the Multiple Regression Technique (Multiple R) provided by the Statistical Package for the Social Sciences. The significances of the differences between subscale means were derived from t-tests. Descriptive statistics related to the above inferential techniques are reported where appropriate.

Because of the homogeneity of the Lincoln High School student population and the large number of students involved, it was determined that a significance level equal to or less than the .01 level would be required for acceptance of the correlations and mean differences.

LIMITATIONS

In interpreting the data generated from this study, and, in making recommendations based upon those interpretations, certain limitations were taken into account.

1. *In order to make the study most useful, information should be reported by classes and by subject matter areas. School norms should be established and individual class and subject matter area results compared to those norms. There were several reasons why class and subject matter area results could not be used in this study; however:*

   One reason was that there were large differences in the number of students responding within individual classes and subject matter areas. In one class, one student responded while, in another class, ten students responded.

   A second reason was that there were many students absent from some classes. Whether or not absent students would have responded in a way that would have affected the results of the study is a matter of speculation.

   A third reason that results by classes and by subject matter areas could not be drawn was that only one class for each teacher comprised the sample. Any assumption that one class out of perhaps six would be representative, would be open to serious question.

2. *The reliability of the LEI with Lincoln students is not known. However, there is no evidence that it would be any less reliable with Lincoln students than with the students sampled when reliability coefficients were first established for the LEI.*

3. *Grade-point-average at Lincoln was not a good measure of achievement. In a study conducted earlier this year, little variance in first semester grade-point-averages was found. The mean Lincoln grade-point-average was 1.98 (on a three-point scale) and the standard deviation was .52. There is no*

reason to assume that grade-point-averages used for the LEI study would vary any more than those reported above. Thus, a possible explanation for the lack of relationship between subscales of the LEI and achievement is that achievement was not adequately measured.

For a detailed list of conclusions regarding the Study of the Lincoln High School Learning Environment, see pages 35 through 37. (Data is summarized in Tables 10, 11 and 12 on pages 28, 29 and 30.)

TABLE 10

CORRELATIONS AND THEIR CORRESPONDING LEVELS OF SIGNIFICANCE FOR THE SUBSCALES OF THE LEI AND OTHER VARIABLES

	Demographic Variables and Most Recent Grade in Class				
Subscale Numbers and Titles	Age	Grade	Sex	Months at Lincoln	Most Recent Grade in that Class
Subscale 1 (Cohesiveness)	r=.15 s=.069	r=.14 s=.087	r=.01 s=.468	r=.26 s=.006	r=.15 s=.072
Subscale 2 (Diversity)	r=.02 s=.410	r=-.10 s= .160	r=.02 s=.401	r=.06 s=.268	r=.13 s=.098
Subscale 3 (Formality)	r=-.01 s= .449	r=.02 s=.413	r=.03 s=.389	r=.16 s=.053	r=-.14 s= .087
Subscale 4 (Speed)	r=-.17 s= .049	r=-.16 s= .065	r=-.06 s= .271	r=-.14 s= .084	r=.08 s=.220
Subscale 5 (Environment)	r=.25 s=.008	r=.23 s=.013	r=.21 s=.021	r=.17 s=.051	r=-.01 s= .478
Subscale 6 (Friction)	r=-.02 s= .424	r=-.05 s= .326	r=-.021 s= .422	r=-.09 s= .201	r=.15 s=.072
Subscale 7 (Goal Direction)	r=.21 s=.023	r=.22 s=.016	r=.15 s=.074	r=.22 s=.016	r=-.09 s= .205
Subscale 8 (Favoritism)	r=-.18 s= .037	r=-.04 s= .358	r=-.24 s= .011	r=-.13 s= .106	r=.16 s=.065
Subscale 9 (Cliqueness)	r=-.03 s= .397	r=.01 s=.358	r=-.20 s= .024	r=.04 s=.349	r=.13 s=.112
Subscale 10 (Satisfaction)	r=.16 s=.054	r=.05 s=.313	r=.12 s=.121	r=.05 s=.328	r=-.06 s= .283
Subscale 11 (Disorganization)	r=-.21 s= .020	r=-.11 s= .143	r=-.24 s= .011	r=-.33 s= .001	r=.12 s=.130
Subscale 12 (Difficulty)	r=-.27 s= .004	r=-.16 s= .032	r=-.21 s= .020	r=-.13 s= .099	r=.19 s=.029
Subscale 13 (Apathy)	r=-.27 s= .004	r=.19 s=.032	r=-.26 s= .006	r=-.36 s= .0001	r=.06 s=.298
Subscale 14 (Democratic)	r=.00 s=.481	r=-.10 s= .170	r=.16 s=.065	r=-.06 s= .291	r=.09 s=.428
Subscale 15 (Competitiveness)	r=.08 s=.207	r=.08 s=.212	r=-.10 s= .146	r=.12 s=.120	r=.07 s=.244

TABLE 11

DIFFERENCES BETWEEN THE MEANS OF THE LEI SUBSCALES FOR THE LEI STANDARDIZATION SAMPLE AND THE LINCOLN SAMPLE

Subscale	Standardization Sample * Mean	Standardization Sample * Standard Deviation	Lincoln Sample Mean	Lincoln Sample Standard Deviation	Difference Standardization Mean-Lincoln Mean	Standard Error (Estimated) Lincoln Mean	t Value	Significance Level
1. Cohesiveness	17.71	3.14	18.97	2.71	- 1.26	.27	- 4.67	$p < .01$
2. Diversity	20.23	2.32	19.21	2.35	1.02	.24	4.25	$p < .01$
3. Formality	18.00	3.44	19.60	2.35	- 1.60	.24	- 6.67	$p < .01$
4. Speed	17.33	3.41	16.45	2.64	.88	.27	3.26	$p < .01$
5. Environment	16.77	3.06	19.66	2.69	- 2.89	.27	-10.70	$p < .01$
6. Friction	16.82	3.33	18.19	3.49	- 1.37	.35	- 3.91	$p < .01$
7. Goal Direction	17.96	3.80	19.22	2.88	- 1.26	.29	- 4.34	$p < .01$
8. Favoritism	14.18	3.81	15.93	3.36	- 1.75	.34	- 5.15	$p < .01$
9. Difficulty	18.72	2.80	16.67	2.30	2.05	.23	8.96	$p < .01$
10. Apathy	17.80	3.74	16.43	3.02	1.37	.30	4.57	$p < .01$
11. Democratic	17.53	3.16	16.92	2.52	.61	.25	2.44	$p < .02$
12. Cliqueness	19.33	2.94	18.07	2.56	1.26	.26	4.85	$p < .01$
13. Satisfaction	16.77	3.05	17.85	2.33	- 1.08	.24	- 4.50	$p < .01$
14. Disorganization	16.43	4.18	15.86	3.49	.57	.35	1.63	N.S.
15. Competitiveness	17.04	3.33	17.23	2.95	- .19	.30	- .63	N.S.

* Based on 1048 subjects in 65 classes in a variety of subject areas.

TABLE 12

INTERCORRELATIONS OF THE LEI SUBSCALES FOR LINCOLN HIGH SCHOOL STUDENTS

	Subscale 1 (Cohesiveness)	Subscale 2 (Diversity)	Subscale 3 (Formality)	Subscale 4 (Speed)	Subscale 5 (Environment)	Subscale 6 (Friction)	Subscale 7 (Goal Direction)	Subscale 8 (Favoritism)
Subscale 1 (Cohesiveness)	r=1.0 s= .001	r= .34 s= .001	r= .36 s= .001	r=-.25 s= .007	r= .36 s= .001	r=-.01 s= .448	r= .44 s= .001	r=-.25 s= .009
Subscale 2 (Diversity)	r= .34 s= .001	r=1.0 s= .001	r= .43 s= .001	r=-.01 s= .473	r= .21 s= .022	r= .18 s= .041	r= .38 s= .001	r=-.06 s= .288
Subscale 3 (Formality)	r= .36 s= .001	r= .43 s= .001	r=1.0 s= .001	r=-.09 s= .195	r= .28 s= .003	r= .17 s= .056	r= .47 s= .001	r=-.12 s= .119
Subscale 4 (Speed)	r=-.23 s= .007	r=-.01 s= .473	r=-.09 s= .195	r=1.0 s= .001	r=-.35 s= .001	r= .19 s= .037	r=-.22 s= .022	r= .48 s= .001
Subscale 5 (Environment)	r= .36 s= .001	r= .21 s= .022	r= .28 s= .003	r=-.35 s= .001	r=1.0 s= .001	r= .08 s= .221	r= .49 s= .001	r=-.19 s= .035
Subscale 6 (Friction)	r=-.01 s= .448	r= .18 s= .041	r= .17 s= .056	r= .19 s= .037	r= .08 s= .221	r=1.0 s= .001	r=-.10 s= .164	r= .35 s= .001
Subscale 7 (Goal Direction)	r= .44 s= .001	r= .38 s= .001	r= .47 s= .001	r=-.22 s= .022	r= .49 s= .001	r=-.10 s= .164	r=1.0 s= .001	r=-.31 s= .001
Subscale 8 (Favoritism)	r=-.25 s= .009	r=-.06 s= .288	r=-.12 s= .119	r= .48 s= .001	r=-.19 s= .035	r= .35 s= .001	r=-.31 s= .001	r=1.0 s= .001
Subscale 9 (Cliqueness)	r= .14 s= .094	r= .24 s= .012	r= .17 s= .050	r=-.03 s= .397	r= .03 s= .372	r= .54 s= .001	r=-.05 s= .323	r= .24 s= .012
Subscale 10 (Satisfaction)	r= .31 s= .001	r= .29 s= .003	r= .19 s= .031	r=-.29 s= .003	r= .36 s= .001	r=-.04 s= .334	r= .45 s= .001	r=-.27 s= .005
Subscale 11 (Disorganization)	r=-.26 s= .007	r=-.07 s= .263	r=-.23 s= .012	r= .52 s= .001	r=-.50 s= .001	r= .36 s= .001	r=-.42 s= .001	r= .56 s= .001
Subscale 12 (Difficulty)	r=-.17 s= .050	r= .09 s= .195	r=-.09 s= .196	r= .24 s= .011	r=-.30 s= .002	r= .03 s= .402	r=-.26 s= .007	r= .13 s= .105
Subscale 13 (Apathy)	r=-.26 s=.006	r=-.19 s=.034	r=-.28 s= .003	r= .14 s= .089	r=-.28 s= .004	r= .12 s= .120	r=-.4[illegible] s= .001	r= .21 s= .021
Subscale 14 (Democratic)	r= .07 s= .241	r= .08 s= .239	r= .09 s= .187	r=-.24 s= .010	r= .05 s= .312	r=-.33 s= .001	r= .09 s= .191	r=-.43 s= .001
Subscale 15 (Competitiveness)	r= .12 s= .125	r=-.05 s= .313	r= .03 s= .398	r= .17 s= .05[illegible]	r=-.14 s= .097	r= .39 s= .001	r= .15 s= .073	r= .32 s= .001

	Subscale 9 (Cliqueness)	Subscale 10 (Satisfaction)	Subscale 11 (Disorganization)	Subscale 12 (Difficulty)	Subscale 13 (Apathy)	Subscale 14 (Democratic)	Subscale 15 (Competitiveness)
Subscale 1 (Cohesiveness)	r= .14 s= .094	r= .31 s= .001	r=-.26 s= .007	r=-.17 s= .050	r=-.26 s= .006	r= .07 s= .241	r= .12 s= .125
Subscale 2 (Diversity)	r= .24 s= .012	r= .28 s= .003	r=-.07 s= .263	r= .09 s= .195	r=-.19 s= .034	r= .08 s= .239	r=-.05 s= .313
Subscale 3 (Formality)	r= .17 s= .050	r= .19 s= .031	r=-.23 s= .012	r=-.09 s= .196	r=-.28 s= .003	r= .09 s= .187	r= .03 s= .398
Subscale 4 (Speed)	r=-.03 s= .397	r=-.29 s= .003	r= .52 s= .001	r= .24 s= .011	r= .14 s= .089	r=-.24 s= .010	r= .17 s= .051
Subscale 5 (Environment)	r= .03 s= .397	r= .36 s= .001	r=-.50 s=.001	r=-.30 s= .002	r=-.28 s= .004	r= .05 s= .312	r=-.14 s= .097
Subscale 6 (Friction)	r= .54 s= .001	r=-.04 s= .334	r= .36 s= .001	r= .03 s= .402	r= .12 s= .120	r=-.33 s= .001	r= .39 s= .001
Subscale 7 (Goal Direction)	r=-.05 s= .323	r= .45 s= 001	r=-.42 s= .001	r=-.26 s= .007	r=-.45 s= .001	r= .09 s= .191	r= .15 s= .073
Subscale 8 (Favoritism)	r= .24 s= .012	r=-.27 s= .005	r= .56 s= .001	r= .13 s= .105	r= .21 s= .021	r=-.43 s= .001	r= .32 s= .001
Subscale 9 (Cliqueness)	r=1.0 s= .001	r= .09 s= .201	r= .20 s= .030	r=-.02 s= .404	r= .23 s= .012	r=-.32 s= 001	r= .24 s= .010
Subscale 10 (Satisfaction)	r= .09 s= .201	r=1.0 s= .001	r=-.25 s= .009	r=-.27 s- .004	r=-.22 s= .017	r= .16 s= .062	r=-.02 s= .443
Subscale 11 (Disorganization)	r= .20 s= .030	r=-.25 s= .009	r=1.0 s= .001	r= .20 s= .030	r= .30 s= .002	r=-.23 s= .016	r= .20 s= .025
Subscale 12 (Difficulty)	r=-.02 s= .404	r=-.27 s= .004	r= .20 s= .030	r=1.0 s= .001	r= .15 s= .072	r= .19 s= .032	r= .09 s= .181
Subscale 13 (Apathy)	r= .23 s= .012	r=-.22 s= .017	r= .30 s= .002	r= .15 s= .072	r=1.0 s= .001	r=-.31 s= .001	r=-.18 s= .038
Subscale 14 (Democratic)	r=-.32 s= .001	r= .16 s= .062	r=-.23 s= .016	r= .19 s= .0[illegible]	r=-.31 s= .001	r=1.0 s= .001	r=-.24 s= .010
Subscale 15 (Competitiveness)	r= .24 s= .010	r=-.02 s= .443	r= .20 s= .025	r= .09 s= .181	r=-.18 s= .038	r=-.24 s= .010	r=1.0 s= .001

Results Of Data Analysis: Lincoln High School 1973-74 Staff Questionnaire

A questionnaire was distributed to each professional staff member of Lincoln High School on January 24, 1974. Twenty-five questionnaires were distributed, 24 were returned by January 28, 1974.

The purpose of the questionnaire was to determine the degree of staff knowledge of, and support for, certain possible changes in the Lincoln High School program. This set of possible changes was generated by the principal and included as topics: learning disabilities, the establishment of a transitional room, the re-establishment of a General Educational Development program, team teaching, independent study among others.

An item-by-item summary of the results of that questionnaire (along with respondant comments) appears in the Appendix.

Results of Data Analysis: Enrollment - Withdrawal Data

Enrollment at Lincoln High School was maintained at approximately 160 students throughout the 1973-74 school year. As students withdrew, new students were waiting to take their places.

A total of 328 students enrolled at Lincoln from September through June. Two hundred, twenty-eight students withdrew. Those students remaining in the program throughout the year numbered 100.

A monthly summary of withdrawals is given in Table 13.

TABLE 13

MONTHLY WITHDRAWALS

MONTH	REASON FOR WITHDRAWAL	NUMBER OF STUDENTS WITHDRAWING FOR EACH REASON
September	Returned to regular high school	10
	Assignment to a House of Detention	1
	Assignment to Tutorial School	4
	Illness	1
	Lack of interest	3
	TOTAL	19

(Table 13 cont'd)

October	Assigned to a House of Detention	1
	Assigned to Tutorial School	14
	Conduct demoralizing to the school	7
	Entered Armed Service	3
	Entered employment	2
	Lack of interest	3
	Entered Terminal Education Program	1
	TOTAL	31
November	Assigned to a House of Detention	1
	Assigned to Tutorial School	4
	Entered school for pregnant girls	1
	Conduct demoralizing to the school	3
	Lack of interest	1
	Non attendance	3
	TOTAL	13
December	Assigned to a House of Detention	1
	Assigned to Tutorial School	2
	Lack of interest	1
	Non attendance	1
	TOTAL	5
January	Returned to regular high school	24
	Transferred to private or parochial school	1
	Moved out of city - attending school	1
	Moved out of city - not attending school	1
	Assigned to a House of Detention	1
	Assigned to Tutorial School	5
	Assigned to school for pregnant girls	1
	Conduct demoralizing to the school	3
	Entered Armed Service	1
	Non-attendance	2
	TOTAL	40
February	Moved out of city - attending school	1
	Assigned to Tutorial School	9
	Conduct demoralizing to the school	1
	Illness	1
	Entered Armed Service	1
	Non-attendance	1
	TOTAL	14
March	Assigned to Tutorial School	13
	Assigned to school for pregnant girls	4
	Conduct demoralizing to the school	3
	Not reporting to school	1
	Lack of interest	1
	Non-attendance	5
	TOTAL	27

(Table 13 cont'd)

April	Assigned to Tutorial School	9
	Assigned to school for pregnant girls	1
	Conduct demoralizing to the school	2
	Psychological or Psychiatric diagnosis and/or treatment	1
	Adjustment transfer	2
	Lack of interest	3
	Non-attendance	1
	Entered Terminal Education Program	1
	TOTAL	20
May	Adjustment transfer	1
	TOTAL	1
June	Returned to regular high school	55
	Moved out of city - attending school	3
	TOTAL	228

Another view of withdrawals can be gained by comparing numbers of students in each withdrawal category to two populations: 1) the total number of enrolled students (398); and, 2) the total number of withdrawn students (228). Comparative data is summarized in Table 14 (see Appendix, page 79).

The number of students withdrawing for such a diverse number of reasons leads the evaluator to conclude that many of these students should not have been referred to Lincoln. This evidence along with the results of suspension reports and the fact that certain enrolled students were too old to graduate before reaching the age of 21 indicates a need for the Lincoln Staff to exercise more control over which students are accepted to the program.

CONCLUSIONS*

Regarding Returnees to the Regular High School . . . . . .

1. For September and January returnees, a statistically significant increase in the percent of credits earned occurred. In addition to statistical significance, the respective percents of increase (25% and 21%) are substantial.

2. For September returnees a statistically significant increase in grade-point-average occurred.

3. For both September and January returnees, statistically significant improvements in citizenship ratings occurred.

4. A statistically significant decrease in the number of absences occurred for January returnees.

*Conclusions include summaries of significant results.

5. *There were no significant differences in the number of times tardy for either September or January returnees.*

6. *The magnitude of the differences between pre and post performances was greater in all cases, except absences, for the September returnees.*

7. *The Lincoln High School program had the following effects on the students who were returned to their regular high schools in September, 1973 and January, 1974:*

   a) Improved achievement as measured by percents of credits earned.
   b) Improved behavior as measured by citizenship ratings.

8. *Results regarding absences, tardies and grade-point-averages are mixed and inconclusive.*

Regarding Supension Reports . . . . . .

Students referred to Lincoln High School vary greatly in their behavior relative to school. Sixty-one percent of the infractions mentioned in suspension reports can be classified as relatively passive acts. Thirty-nine percent of the infractions can be classified as openly aggressive or potentially dangerous.

Several staff members at Lincoln High School have stated that caution should be used in drawing conclusions from the suspension data because they have learned that the suspension reports are frequently less than complete. Administrators in some schools, they state, have been reluctant to list all of the reasons for suspension out of a fear that such information might be either misused by other school personnel or be challenged in court by a parent of a suspendee.

Regarding the Work Program. . . . . .

1. *The majority of Lincoln High School student-workers were rated average or above by their employers (considering the fact that each student-worker had had problems resulting in his or her suspension from school, these ratings seem quite remarkable).*

2. *An overall steady decrease in the number of students registered in the work program since its beginning has occurred.*

3. *There are multiple reasons for the decrease in registration.*

4. *Alternative methods of job development, placement, and follow-up need to be explored.*

Regarding the Study of the Learning Environment. . . . .

1. Cohesiveness, diversity, environment and goal direction were positive correlates of formality. Apathy and disorganization were negative correlates of formality. Students at Lincoln reported significantly less classroom formality than did the students in the LEI standardization sample.

2. Cohesiveness, formality, the quality of the classroom instructional environment, goal direction, student satisfaction, and the degree to which democratic decision-making procedures are used were all negatively related to the degree to which students perceived their classes as disorganized. Student apathy, the amount of favoritism that they perceived, classroom friction, and the rate of speed at which instruction takes place were positive correlates of disorganization. The longer that students had been enrolled at Lincoln, the less likely they were to see their classrooms as disorganized. Young ladies were less likely to report disorganization in their classes than were young men.

3. Friction was more likely to be reported by students in classrooms that were seen as more disorganized, more competitive, or having cliqueness or favoritism shown. Friction was likely to be reported in classrooms that utilized democratic decision-making processes. Lincoln students reported a significantly greater amount of friction than did the students in the LEI standardization sample.

4. Students reported more satisfaction in classrooms where they also reported more cohesiveness, diversity, goal direction and where instructional materials were plentiful and available. They reported less satisfaction in difficult, fast moving classrooms where students are more apathetic and favoritism is shown. Lincoln students reported a higher degree of satisfaction than did the students in the standardization sample.

5. The faster the rate of speed, the less cohesiveness and satisfaction was reported by students. The quality of the instructional environment and the amount of democratic decision-making decreased as speed increased. The faster the rate of speed, the more difficult and disorganized the classes were perceived and the more favoritism was reported. Lincoln students reported their classes as proceeding at a significantly slower rate of speed than did those students in the LEI standardization sample.

6. Cohesiveness, formality, goal direction, and satisfaction were positive correlates of classroom environment. Speed, disorganization, difficulty, and apathy were negatively related to environment. Older students in higher grades were more likely to rate their classroom environments higher than were younger students in lower grades. Lincoln students rated their classroom environments significantly higher than did the students in the standardization sample.

7. Students who rated their classes as more difficult were more likely to rate them as less goal directed. They were less satisfied with more difficult classes and rated the instructional environment lower. More difficult classes were perceived as moving at a faster rate of speed than were less difficult classes. Older students were less likely to rate their classes as difficult than were younger students. Lincoln students reported their classes as significantly less difficult than did the students in the standardization sample.

8. Lincoln High School students were more likely to rate their classes as more competitive if they also perceived more friction, more favoritism, and more cliqueness. They were less likely to perceive competitiveness when they reported more democratic decision-making procedures.

9. Student apathy was reported higher in classes that were seen as more disorganized and less formal. Cohesiveness, goal direction, and satisfaction were negatively related to student apathy. Classrooms where more apathy was reported were less likely to be seen as having a high quality instructional environment. Democratic decision-making was negatively related to apathy. Lincoln students reported less apathy in their classrooms than did the students in the LEI standardization sample.

10. Cohesiveness was positively related to the number of months that students had been enrolled at Lincoln and to the amount of classroom diversity, formality, and goal direction perceived by the Lincoln students. Cohesiveness was negatively related to the amount of classroom disorganization and the rate of speed that students perceived. In addition, cohesiveness was negatively related to student apathy and the amount of favoritism that students reported. Lincoln students reported significantly more cohesiveness than did the students in the LEI standardization sample.

11. Diversity correlated positively with cohesiveness, formality, goal direction, and satisfaction. Less diversity was reported by Lincoln students than was reported by the LEI standardization sample. One conflicting positive relationship occurred: Cliqueness was positively correlated with diversity. However, of the five correlates of diversity, cliqueness showed the lowest coefficient.

12. Goal direction tended to increase in classrooms where students reported more cohesiveness, more diversity, more formality, and more satisfaction. The quality of the instructional environment was also positively related to goal direction. Further, in more goal directed classrooms, students reported less favoritism, less disorganization, less apathy, and less difficulty. Students who were in higher grades and who had been at Lincoln longer, reported more goal direction than did students who were in lower grades and who had been at Lincoln a shorter period of time. Significantly more goal direction was reported at Lincoln than was reported by the students in the LEI standardization sample.

13. Favoritism was more likely to be reported in classrooms where the speed was faster; where the amount of friction was higher; where there was more cliqueness, disorganization, and competitiveness. There was likely to be less democratic decision-making, less satisfaction, less goal direction, and less cohesiveness in classes where more favoritism was perceived by students. Young ladies were less likely to report favoritism than were young men.

14. Cliqueness was positively related to friction, favoritism, apathy and competitiveness. Cliqueness was negatively related to the degree to which democratic decision-making processes were perceived by students. Again, the one contradictory positive correlate of cliqueness was diversity; a significantly lesser amount of cliqueness was reported by the Lincoln sample than by the LEI standardization sample.

15. Students who perceived more democratic decision-making processes in their classes were less likely to report friction, favoritism, cliqueness, disorganization, apathy, competitiveness, and a forced rate of speed. Lincoln students reported significantly less democratic decision-making than did the students in the LEI standardization sample.

Regarding the Staff Questionnaire. . . .

1. The Lincoln High School professional staff has had limited training in the area of learning disabilities.

2. Confusion regarding the nature and identification of learning disabilities exists among the members of the staff.

3. The staff sees a need for inservice training (done by outside experts) in learning disabilities - their identification and treatment.

4. The staff has a large number of divergent views regarding the nature and purposes of a possible transitional room.

5. A substantial majority of staff members is willing to work to establish and maintain a transitional room.

6. There is very substantial staff support for the re-establishment of a G.E.D. program at Lincoln.

7. A wide divergence of thought exists among Lincoln staff members as to the nature of a G.E.D. program, whom it should serve and how to insure its success.

8. A majority of Lincoln staff members sees a need for, and is willing to work within, a team teaching situation.

9. A divergence of views regarding team teaching exists within the Lincoln professional staff.

10. The staff is largely unaware of any past attempts at utilizing independent study at Lincoln.

11. There is no clear majority opinion as to whether independent study should or should not be an area of concern to the Lincoln staff.

12. More than half of the Lincoln staff members has taken part in the Out-[redacted] program. (More teachers plan to take part in the future.)

13. The staff support for the continuance of th[redacted] program is substantial.

14. The professional staff at Lincoln is in favor of using more individualized instruction with its students.

15. There is considerable confusion as to how best to employ individual instructional techniques.

16. Inservice training in individualized instruction is desired by a majority of staff members.

17. The staff desires that an individualized instruction workshop should be conducted by outside experts.

18. Science should be included in the Lincoln High School curriculum according to the vast majority of Lincoln staff members.

19. There is no clear majority opinion on whether or not facilities at Lincoln are sufficient for them to do their jobs.

20. The Lincoln professional staff feels the need to receive a substantial amount of additional information regarding its pupils.

21. The various members of the professional staff of Lincoln High School are willing to serve in a planning capacity for all of the proposed changes dealt with in the questionnaire.

RECOMMENDATIONS

1. Some thought should be given to whether or not the Lincoln High School staff should exercise some control over which students they accept.

   Perhaps a balance among reasons for referral should be a criteria for whether or not a student is accepted. Presently students are accepted if there is room for them in the program and if they have been suspended by an eligible Title I St. Louis public high school and recommended by a District Superintendent. The school does not exercise control over the number of students whom they enroll according to suspension reasons or other criteria.

   Another criteria that could be developed is that any student accepted must have on file at Lincoln High School a copy of his permanent record, a copy of his suspension report, and a copy of his health record. If such an approach might have legal ramifications, then parents could be required to sign a release for such information prior to the enrollment of their child.

Safeguards must be built into the program so that information concerning students would not be misused by staff members.

It has been stated to the evaluator by several members of the Lincoln High School staff that students often do not wish to return to any of the regular high schools after their return has been recommended by the Lincoln staff. Some staff discussion of the advisability of retaining or returning such students seems appropriate. The policy of the school should be clear to students and staff alike. Finally, students who are too old to have a reasonable chance of graduating from high school before they reach the age of 21 are sometimes (but infrequently) allowed to enroll. One of the goals of Lincoln High School is to return its students to their regular high schools. It is unrealistic to assume that a student who is unable to graduate before he reaches the age of 21 will be motivated to return to his regular high school. It would seem more appropriate to refer him to an adult education program offering a terminal G.E.D. certificate.

2. Teacher-made criterion referenced tests should replace the currently used SRA Basic Skills in Arithmetic and Diagnostic Reading Test as intake (placement) tests at Lincoln High School.

   Neither test currently in use is normed for high school students. Neither serves as a true diagnostic test for teachers because they yield little more than grade equivalent scores. Neither test discriminates well: 58% of the students who take the Diagnostic Reading Test score at the 7th grade-equivalent level. Eighty-nine percent of the students who take the Basic Skills in Arithmetic test score at the 6th grade-equivalent level.

   Much more appropriate would be tests whose content and construction was determined by the Lincoln High School faculty.

   Reading clinicians and curriculum specialists from within the St. Louis Public Schools could be used as consultants in the creation of the criterion referenced instruments. Minimal levels of competency for each course offered at Lincoln could be established and placement could be determined by mastery of criteria as measured by the tests.

3. The feasibility of utilizing tutors from Harris Teachers College and counselors from practicum classes within counselor education programs at local universities should be studied.

   Structured tutoring programs and planned counseling strategies are ways of providing more intensive services to Lincoln students without increasing the cost of the project.

4. *Guidance classes should be highly structured and credit toward graduation should be awarded to students who successfully complete the classes.*

   Two counselors spent 1/3 of their time with guidance classes during the 1973-74 school year. One counselor and the work coordinator spent 1/6 of their time assigned to guidance classes. Although an attempt was made to provide students with help during these every-other-day classes, counselors reported that materials were lacking and outdated, that students were often disinterested or disruptive and that the time involved interfered with other, more appropriate duties for counselors.

   If credit were assigned the classes, and if activities and materials directed toward providing career education, personal-social adjustment, educational information, and other topics appropriate to the needs of the Lincoln students were utilized, then the classes would seem worthy of the amount of time assigned to them.

5. *It is recommended that the Lincoln High School staff abandon efforts to establish a General Educational Development program.*

   Although there is considerable staff support for a G.E.D. program, the numbers of currently enrolled students who could not graduate by the time they reach 21 years-of-age is quite small. The amount of time and resource allotment necessary to develop and maintain a G.E.D. program seems to the evaluator to be too great for the benefits that might be derived.

   The number of special projects being developed or implemented at any given time must be kept at a manageable size or their benefits will be diluted. Efforts to incorporate Project PLAN and techniques of individualizing instruction into the Lincoln program should receive most of the time and resources of the staff until such time as the benefits of the project have been adequately evaluated.

6. *Faculty consensus on the priorities of their needs should be reached. The number of needs that they would like to meet over given periods of time should be set. Efforts to reach the goals that they specify should be managed accordingly.*

   A number of topics were explored by the Faculty Questionnaire. As discussed in the evaluation, support for the topics was general and although priorities were suggested, they were arbitrary. The outcome was that Project PLAN was brought to Lincoln and a single topic covered by that questionnaire was pursued: individualized instruction. Other topics though important will not be dealt with unless they are placed into priorities and time lines. Since they were deemed important at the time of the questionnaire, they should be dealt with and not replaced.

7. *Efforts on the part of the principal of Lincoln High School and other staff members to provide innovative approaches to instruction and to improve the general Lincoln High School program should be highly commended.*

8. *An effort to relocate Lincoln High School should be made. Present facilities are largely inappropriate and/or inadequate to the needs of both students and professional staff members.*

   Administrative offices are small and cramped. The assistant principal is housed in the main office with two clerks. Much of his time is spent counseling students, speaking with teachers, parents and others. Many of his contacts are of a nature that would be facilitated by privacy. Often, that privacy is difficult or impossible to obtain. The same problems experienced by the assistant principal are experienced by the principal. His office, however, is somewhat private though quite small.

   Offices used by counselors, social workers and the work coordinator are totally inadequate. Privacy is impossible, space is far too small (in one office the evaluator had difficulty in finding enough room to sit comfortably while keeping the counselor in view). It is difficult to seat more than one person other than the counselor or social worker in any of the offices and group counseling there is impossible. Space for occupational-educational information is lacking and there is no space for students to browse through such materials.

   Classrooms are very small. It is logistically quite difficult to isolate small groups of students or individual students from one another. In classes such as art where physical activity is a requirement, materials, equipment, and people are limited by the environment.

   The remodeling of the existing structure so that science can be added to the curriculum, and so that such improvements as a larger library, a professional library, group counseling rooms, multi-media rooms, a dark room, a men's rest room for faulty members, and other necessary and advisable changes can be made, presents problems of expense and physical feasibility. Past evaluations have pointed to the need for more appropriate facilities especially regarding more space and additional facilities for physical activities, showers and the like.

   Arguments against relocation center around the need for control. The present building is isolated from other schools. Entrances and exits are limited and easy to police. Since there are no physical education or extra curricular activities, chances of outsiders entering the building are minimized. Small groups of students contained in small classrooms are easier to control than are large groups of students engaged in physical activity. However, it seems to the evaluator to be inappropriate to limit the kinds of possible approaches to instruction, counseling, behavior management and rehabilitation due to the physical attributes of a building. It is therefore recommended that alternative physical plants be surveyed in light of the needs mentioned in the evaluation (and other needs) and that one be chosen and developed at the earliest possible date.

9. Curricular offerings should be expanded to provide for those students who have mastered the course work presently offered at Lincoln High School. Although few students at Lincoln have mastered the knowledges and skills presently offered in currently available courses, there are some whose abilities, interests and achievements make it possible to pursue more advanced studies.

   Current efforts to provide for this group of students are commendable. The N.Y.C. College Co-op, Harris Teachers College Co-op, and independent study programs have provided alternatives to the basic curriculum for some 16 students.

   Other ways of expanding the program to meet the needs of better students include: a structured tutoring program; the use of more students in group ventures such as special projects, service work, charity work and so forth.

10. The Work Coordinator at Lincoln High School should be titled "Work Coordinator" and removed from the records as a counselor. The duties of the work coordinator should be within the realm of job development, job placement, follow-up and evaluation. Assignments to group counseling duties and inflexible time schedules interfere with job-related activities and should be avoided.

11. Alternative methods of developing job slots for students in work programs throughout the city should be explored.

    Presently work coordinators, teachers, counselors and others are often in competition with each other in the development of jobs for their students. Several work coordinators might speak with the same employer about a limited number of jobs for a large number of students. This approach results in duplicated effort, inefficiency, competition within the school system, and perhaps confusion and resentment among employers.

    An alternative approach might be one in which the Director of Work-Study Programs, the Director of Vocational-Technical-Adult Education, and the Director of Special Education would serve as a committee which would supervise the activities of its staff.

    All work coordinators would develop jobs for student-workers throughout the school system. Each work coordinator would work with an assigned set of employers and develop jobs related to employer needs. Thus, a large job pool would be created and through the supervision of the Directors, jobs could be distributed to the students in the various programs according to criteria which the Directors would determine.

    Work coordinators would also be able to maintain contact with the students in their individual programs through on-the-job supervision and contact within the schools.

A system such as one briefly outlined above would offer the following advantages:

a) A more efficient use of the work coordinators' time.

b) An opportunity for work coordinators to share information, techniques and problem solving skills.

c) A cooperative rather than competitive approach to a system-wide problem.

d) An opportunity to focus on the needs of employers as well as the needs of students in work programs.

e) An opportunity to place more students, than are currently working, on jobs.

f) A way of supervising work coordinators and work programs according to system-wide objectives rather than special program objectives.

g) An opportunity to experiment with a wide variety of approaches assigned to solve special problems.

12. An effort to exhaust the opportunities for the employment of student-workers within the school system should be made.

    In certain divisions where seasonal work loads make the hiring of temporary help necessary, students might be hired. Clerical and other routine duties that would lend themselves to part-time attention might provide employment for some students for several hours each week.

13. The advisability of providing job related skill training to Lincoln students should be studied. The decline of the Lincoln work program suggests the need for these students to develop saleable job skills.

    If budgetary provisions are made for the hiring of counselor aides, library aides, nurses aides or similar workers, consideration should be given to students in work programs.

14. A study of the learning environment at Lincoln High School should be conducted during the 1974-75 school year with the following changes:

    a) The LEI should be administered in every class of every teacher on a given day. This change could allow comparisons between classes and between subject matter areas. School-wide norms could be developed and comparisons between individual classes and the entire school could be made.

    b) A more reliable, more valid measure of classroom achievement than current grade-point-average should be used. This change would allow a more realistic appraisal of whether or not stu-

dent perceptions of their classroom environments are related to achievement within those classrooms. Some possible alternative measures are grade-point-average difference scores, teacher-made or commercial criterion referenced tests and standardized achievement tests.

c) Other measures of student attitudes should be added as dependent variables (i.e. number of times absent or tardy from class during a period of time, number of discipline referrals made on students over a given period of time, etc.). This change would provide additional indices of the relationships between student perceptions of their classes and school related behaviors.

15. An examination of the difficulty level of the work presented to older students should be made. Since the older students perceived their classroom environments as less difficult, the question arises: Are older students being instructed at a difficulty level appropriate for them?

16. Older students should be interviewed in an effort to explain the following contradiction: Although not statistically significant, the correlation between satisfaction and age is much greater than the correlation between months at Lincoln and satisfaction.

17. For a given trial period, older students should be used in orientation and guidance activities and in any other ways that could help younger students change their school related attitudes and behaviors.

18. Efforts to formalize and provide structure to classroom activities must continue. This does not imply that rigidity and authoritarian leadership should supplant a flexible learning schedule that utilizes democratic decision-making techniques in determining questions related to instruction.

19. Efforts to provide a wide variety of instructional media which teachers can use to keep students constantly active but working at their own pace should be continued.

20. The outdoor education activities [redacted] *at Lincoln High School should be continued and alternative sources of funding should be sought.*

The number of students volunteering for participation and the subjective reaction of both students and staff members support this recommendation.

21. Participation, by students, in the outdoor education activities [redacted] *should be contingent upon certain behavioral changes.*

The fact that two-thirds of the Lincoln High School students have volunteered for the experience indicates that the Outward Bound program is a powerful motivator. Students may be willing to change certain aspects of their behavior in order to participate. Contracts between the school and individual students could be drawn and only those students who fulfilled their part of the contract would be allowed to participate. Some aspects of student behavior subject to change might be: 1) attendance -

a decrease in the number of times absent or tardy over a given period of time. 2) class work - an increase in the quality of class-related work over a given period of time. 3) service-work - a given number of tasks related to the general good of the school over a given period of time.

22. Selection of student participants for the outdoor education [redacted] experience, should be based upon criteria, and follow-up activities should be conducted over a reasonable period of time. More specifically, students who enter Lincoln at approximately the same time might be selected to participate together in the [redacted] program. The experience would then provide a common base for follow-up classroom and guidance activities designed to change behavior and/or to motivate learning.

23. Outcome criteria should be established for [redacted] student participants. Outcomes should be in behavioral terms and measures of those criteria should be taken periodically over a reasonable period of time. Outward Bound would then be viewed as a commencement activity and not as an end in itself.

24. Attempts to effectively deal with student absences, tardies and classroom behavior should be made. New and creative approaches to solving problems related to these areas should be developed. It is suggested that a system of contingency management be developed so that only through improvements in one or more of these areas could a student realize certain desired benefits such as participation in [redacted] field trip activities, etc.

APPENDIX

APPENDIX

This appendix to the Lincoln High School Evaluation for 1973-74 contains an item-by-item summary of the Staff Questionnaire administered in January 1974. Following the item-by-item summary is a section containing comments made by respondants. The only changes made were those necessary to guarantee the anonymity of the respondants.

LINCOLN HIGH SCHOOL STAFF QUESTIONNAIRE

January, 1974

SUMMARY REPORT

SECTION I

Learning Disabilities

I-A Do any of your students have learning disabilities?

Alternatives	Yes	No	Uncertain	No Response
Teachers	44%	6%	50%	0%
Non-Teachers	38%	0%	50%	12%
TOTAL	42%	4%	50%	4%

I-B If yes, list the specific learning disabilities that you have observed. 58% of the staff did not respond. All of the 20 responses made referred to observed behaviors that might be symptomatic of children with learning disabilities.

(Staff Questionnaire cont'd.)

I-C Have you completed any undergraduate or graduate courses related to learning disabilities?

Alternatives	Yes	No	No Response
Teachers	56%	38%	6%
Non-Teachers	62%	38%	0%
TOTAL	58%	38%	4%

I-D If yes, list the courses by name and indicate the date that you completed each course.
42% of the staff did not respond. Of the 31 course titles listed, 1 used the words "learning disabilities". All others were courses whose names indicated that learning disabilities might have been one of the topics discussed. Dates ranged from 1938 to 1973.

I-E Have you attended any workshops or inservice sessions which dealt specifically with learning disabilities?

Alternatives	Yes	No	No Response
Teachers	31%	62%	7%
Non-Teachers	25%	62%	13%
TOTAL	29%	62%	9%

I-F If yes, list the workshops by name and indicate the date you completed each workshop?
75% of the staff did not respond. All 6 of the responses listed workshops or other experiences that might have dealt with learning disabilities.

I-G Would some inservice training in learning disabilities be useful to you at this time?

Alternatives	Yes	No	No Response
Teachers	81%	12%	7%
Non-Teachers	88%	12%	0%
TOTAL	83%	12%	5%

Explain:
There were 14 reasons given as to why inservice training in learning disabilities would be useful at this time.
Two reasons were given for a "No" response to item I-G.

(Staff Questionnaire cont'd.)

I-H If yes, who would conduct the inservice?

Alternatives	Outside Experts	Lincoln Staff Members	No Response
Teachers	81%	12%	7%
Non-Teachers	75%	12%	13%
TOTAL	79%	12%	9%

SECTION II

Transitional Room

II-A What would you see as the purpose(s) of a transitional room?
21 responses were made.
17 purposes were listed.
4 comments indicated a lack of agreement that a transitional room would be a wise addition to the Lincoln High School program.

II-B What criteria should be used in assigning students to a transitional room?
1/3 of the staff did not respond.
13 different suggestions were given.

II-C What kinds of activities should be employed in a transitional room?
42% of the staff did not respond.
25 different suggestions were given.

II-D Would you be willing to work in some capacity with a transitional room?

Alternatives	Yes	No	No Response
Teachers	81%	19%	0%
Non-Teachers	50%	12%	38%
TOTAL	71%	17%	12%

Explain:
46% of the staff did not respond.
11 generally positive responses were made.
1 person stated that more information was needed.

(Staff Questionnaire cont'd.)

SECTION III

G.E.D. PROGRAM

III-A Would the re-establishment of a G.E.D. program be productive?

Alternatives	Yes	No	No Response
Teachers	94%	0%	6%
Non-Teachers	75%	0%	25%
TOTAL	88%	0%	12%

Explain:
17% of the staff did not respond.
20 generally positive statements were made.

III-B What criteria should be used in assigning students to a transitional room?
8% of the staff did not respond.
17 different suggestions were given.

III-C In your opinion, what are the factors that led to the failure of the G.E.D. program in the past?
25% of the staff did not respond.
19 different responses were made.

III-D If a new G.E.D. program is developed, what should be done in order to insure its success?
1/3 of the staff did not respond.
20 different suggestions were given.

III-E Would you be willing to work in a G.E.D. program?

Alternatives	Yes	No	No Response
Teachers	63%	25%	12%
Non-Teachers	63%	12%	25%
TOTAL	63%	21%	16%

Explain:
46% of the staff did not respond.
11 generally positive statements were made.
1 person stated that he was unable to teach all subjects that would be included in a G.E.D. program.

(Staff Questionnaire cont'd.)

SECTION IV

Team Teaching

IV-A Is there a need for team teaching?

Alternatives	Yes	No	No Response
Teachers	62%	25%	13%
Non-Teachers	75%	12%	13%
TOTAL	67%	25%	8%

IV-B What advantages and/or disadvantages do you see for a team teaching approach?
25% of the staff did not respond.
9 disadvantages were listed.
15 advantages were listed.

IV-C What purpose(s) do you see for a team teaching approach?
38% of the staff did not respond.
22 purposes were listed.

IV-D Would you be willing to work in a team teaching situation?

Alternatives	Yes	No	No Response
Teachers	75%	12%	13%
Non-Teachers	38%	12%	50%
TOTAL	63%	12%	25%

SECTION V

Independent Study

V-A Has an independent study approach been tried?

Alternatives	Yes	No	Uncertain	No Response
Teachers	19%	19%	56%	6%
Non-Teachers	0%	12%	75%	13%
TOTAL	12%	17%	63%	8%

V-B If so, why was it discontinued?
92% of the staff did not respond.
2 comments were made. Neither comment gave reasons why independent study was discontinued.

(Staff Questionnaire cont'd.)

V-C Would the establishment of an independent study program be productive?

Alternatives	Yes	No	No Response
Teachers	38%	25%	37%
Non-Teachers	50%	12%	38%
TOTAL	42%	21%	37%

Explain:
29% of the staff did not respond.
12 reasons were given as to why the establishment of an independent study program would be productive.
6 reasons were given as to why the establishment of an independent study program would not be productive.

V-D If you favor an independent study program, should it be limited in any way?

Alternatives	Yes	No	No Response
Teachers	31%	12%	57%
Non-Teachers	25%	0%	75%
TOTAL	29%	8%	63%

V-E If yes, please indicate in what way it should be limited:
71% of the staff did not respond.
9 limitations were listed.

SECTION VI

Outdoor Education Activities
[redacted]

VI-A Have you participated in the outdoor education activities [redacted]?

Alternatives	Yes	No		No Response
Teachers	56%	31%	(5 teachers)	13%
Non-Teachers	62%	38%	(3 non-teachers)	0%
TOTAL	58%	33%	(8 persons)	9%

(Staff Questionnaire cont'd.)

VI-B If not, do you plan to do so?

Alternatives	Yes	No	No Response
Teachers	3 teachers	3 teachers	
Non-Teachers	1 non-teacher	2 non-teachers	
TOTAL	4 persons	5 persons	

VI-C If you have participated in the activities [redacted], what have been its effects upon you?
46% of the staff did not respond.
13 generally positive effects were listed.

VI-D What are the expected outcomes, of the activities [redacted], for the students?
50% of the staff did not respond.
12 expected outcomes were listed.
For the Staff?
12 expected outcomes were listed.

VI-E Are you in favor of continuing to develop an outdoor education [redacted] program?

Alternatives	Yes	No	No Response
Teachers	88%	6%	6%
Non-Teachers	75%	25%	0%
TOTAL	83%	12%	5%

SECTION VII

Individualized Instruction

VII-A Are you in favor of using more individualized instruction with your students?

Alternatives	Yes	No	No Response
Teachers	62%	25%	13%
Non-Teachers	88%	0%	12%
TOTAL	71%	17%	12%

Explain:
25% of the staff did not respond.
4 reasons were given as to why individual instruction should not be used.
14 generally positive comments were made.

(Staff Questionnaire cont'd.)

VII-B Would you limit the use of individual instruction in any way?

Alternatives	Yes	No	No Response
Teachers	19%	38%	43%
Non-Teachers	50%	25%	25%
TOTAL	29%	33%	38%

Explain:
54% of the staff did not respond.
10 explanatory remarks were made.'

VII-C Would inservice training in individualized instruction be of use to you?

Alternatives	Yes	No	No Response
Teachers	62%	19%	19%
Non-Teachers	62%	25%	13%
TOTAL	62%	21%	17%

Explain:
38% of the staff did not respond.
15 explanatory remarks were made.

VII-D If inservice training in individualized instruction were to be held, who should conduct it?

Alternatives	Outside Experts	Lincoln Staff Members	No Response
Teachers	81%	6%	13%
Non-Teachers	62%	12%	26%
TOTAL	75%	8%	17%

SECTION VIII

Miscellaneous

VIII-A Do you see a need for the inclusion of science in the curriculum of Lincoln High School?

Alternatives	Yes	No	No Response
Teachers	94%	0%	6%
Non-Teachers	88%	12%	0%
TOTAL	92%	4%	4%

(Staff Questionnaire cont'd.)

Explain:
29% of the staff did not respond.
16 different explanatory remarks were written.

VIII-B Are the facilities available to you at Lincoln sufficient for you to do your job?

Alternatives	Yes	No	No Response
Teachers	56%	12%	32%
Non-Teachers	38%	38%	24%
TOTAL	50%	21%	29%

VIII-C What suggestions, if any, do you have for improving the facilities of Lincoln High School?
50% of the staff did not respond.
8 different suggestions were given.

VIII-D Do you receive sufficient information about your students to enable you to do an effective job?

Alternatives	Yes	No	No Response
Teachers	31%	56%	13%
Non-Teachers	25%	62%	13%
TOTAL	29%	58%	13%

VIII-E Please list any additional kinds of information that you would like to receive and identify how you would use it.
1/3 of the staff did not respond.
26 different kinds of desired information and 16 different statements pertaining to the collection, dissemination and use of that information were given.

VIII-F Would you be willing, if asked, to serve on one or more planning committees to deal with any of the matters discussed in this questionnaire?

Alternatives	Yes	No	No Response
Teachers	81%	6%	13%
Non-Teachers	100%	0%	0%
TOTAL	88%	4%	8%

(Staff Questionnaire cont'd.)

If yes, which one(s)?

21% of the staff did not respond.

The following shows the responses and the number of people responding:

1. Individualized instruction - 5
2. Outward Bound - 3
3. Learning disabilities - 3
4. G.E.D. - 5
5. Transitional room - 3
6. Science - 1
7. Team teaching - 3
8. Independent study - 2
9. Improvement of curriculum at Lincoln - 1
10. Any - 9
11. Miscellaneous ONLY - 1

SECTION IX

Comments

7 different comments were made.

SUMMARY OF COMMENTS

MADE ON STAFF QUESTIONNAIRE

Item
# I-G:.It might help me identify possible disability problems among some of the chronic underachievers that are in some classes.

.Motivation of the emotionally disturbed child.

.The course (Methods in L.D. Dec. '73) I took just barely scratched the surface, dealing mainly with theory.

.Any training is useful to an educator.

.This would be useful because maybe I could detect some defects that I am unaware of-and could learn techniques to better teach them.

.We don't run into that type of problem very often.

.I feel that with the 20 + years of experience and the number of subjects that are related to this field within the past few years, that I should branch off into other fields of interest.

.I'm interested in training that will enable me to do a superior job in my area of teaching

.Any additional inservice would better fit us for the most varied types of students we receive and will be receiving. Their problems are many and varied.

.Would be able to identify.

.Forever ready for new ideas and approaches.

.Recognizing symptoms and designing prescriptive programs for resolving learning disabil[illegible] is of high priority at Lincoln. This, of course, entails finding w[illegible]al with emotional and/or behavior problems before the learnin[illegible]

.To find out the n[illegible]rtain learning disabilities and to what extent that popul[illegible]uld be presently served in this setting.

.Definitely! I feel that assistance should now be given to adolescents who might have Learning Disabilities. I feel, also, that I need to learn whatever will be useful in helping our students lead more productive lives.

.I believe this information would be helpful if the teaching staff plans to Adopt this Approach in working with students. The School Social Worker serves as a liaison between the school and the home. Therefore, I would be able to work with the teacher in her efforts to share this information with the students and his parent.

.It would be well to have first hand knowledge of test results which may be made available on certain students after they have been tested.

SUMMARY OF COMMENTS

MADE ON STAFF QUESTIONNAIRE

Item # II-A: .Transitional rooms should be located at all receiving public high schools.

.The purpose of a transitional room would be to prepare students for the immediate return to regular high school.

.To help prepare students to rejoin the main stream of the educational system as it is in the regular high school setting as opposed to the relatively confined setting of Lincoln.

.A room for students who are about ready to return to regular high school, in which they would be given work more conquerable to high school work. A preparation room.

.Containment. Adjustment.

.The idea of Lincoln, as I see it, is to give the students a chance to succeed. Thus, course requirements are often watered down and they could be more in line with the regular high school yet still with individual help.

.#1 Life adjustment (attitude) (Building a better self image). #2 Developing a need and desire to help improve them self's. #3 To establish obtainable goals and plan (with guidance) how to obtain them.

.To become accustomed to the larger classes, the indifference of some teachers, more assignments and more homework.

.To ease, the student who are to return, or make known what is to be faced or expected on leaving Lincoln and returning to regular school.

.To try and strengthen students in their weak subject areas before returning to the regular high school.

.Our normal class is small and intimate, not like a regular situation. Instruction is mostly individualized not like a regular situation of mass teaching. Teachers and students are able to meet and talk with counselors, not so in a regular situation. A transitional room, more on the order of what is expected of our students upon return, a trial type situation would possibly make the return to a regular setting smoother.

.To act as a buffer for those who cannot adjust to the traditional class room;because of immaturity, lack of proper background and interest.

.To help prepare for return to regular school or prepare for G.E.D. program.

.To involve students recommended for return to a regular high program in working, both in quality and quantity, at a level more nearly equal with work in the regular high school. To reacquaint students with larger class sizes and the problems inherent in larger classes. To alert students to the spectrum of problems they might face upon return and to observe the extent to which self-discipline has been developed.

SUMMARY OF COMMENTS

MADE ON STAFF QUESTIONNAIRE

Item
# II-A: .This room could be used to prepare students specifically for the return to the
(cont'd) regular high school.

.Students who are potential candidates for return to regular high schools might benefit from a program which gradually exposes them to regular curriculum content, almost daily homework assignments, and other routines followed by regular high school students. A transitional room would, in effect, bridge the gap between a "special" environment and an "ordinary" school environment.

.The room would give immediate relief to existing classrooms. A place for students to go under Supervision Pending Diagnostic Assessment. An immediate assessment of whatever problem the student presents.

.No thought given.

.None

.I have not been "sold" on the concept of a transitional room.

.If by transitional room you mean readying returnees, I feel that the purpose of the school is one of transition. If we are meeting the needs in our transitional setting I don't feel another transitional room or period would be helpful.

.I question it - The whold school should be doing some of these tasks - homework, notebooks, attitudes, etc.

.Within the context of our school situation, I am not in favor of this proposal by the school principal. The explanation of how this room would operate is not entirely clear to me as well.

Item
# II-B: .Are they ready to return to regular high school.

.Use the present Lincoln criteria and methods for recommending return to high school and add a second criteria.

.Teacher recommendation - if student seems unable, after a reasonable period, to adjust to the ordinary Lincoln classroom.

.Teacher recommendation of readiness for high school, but a bit weak in some subject areas.

.Those with the need for additudinal changes. Those who are 3 or more years behind their grade level.

.Adjustment Progress, Maturity in Thinking, Their desire.

.Positive attitude toward others and self.

.Age factor.

.Potential for improvement.

SUMMARY OF COMMENTS

MADE ON STAFF QUESTIONNAIRE

Item # II-B: (cont'd)

- .Extenuating circumstances should be considered.
- .Report to the room if the student feels pressures which he cannot resolve.
- .Report to the room if the teacher feels she cannot cope with the presenting problem.
- .Make an assessment of social and learning potentials.

Item # II-C:

- .Same as regular high school.
- .Same book and materials as regular high school.
- .Classwork closely related to regular high school in regard to difficulty.
- .Include gym - if space, etc. were available.
- .Intensive personal and group counseling.
- .Individualized instruction.
- .Discipline in behavior and preparing assignments.
- .Classes in mannerism or ethics.
- .Some type of sensitivy class.
- .Activities designed to further motivate the students learning ability in his weakest areas.
- .Leave students on his own a great deal.
- .Students should be able to keep up the regular pace.
- .Redimedial reading, math, and language.
- .Open discussion of problems.
- .Student reports
- .Homework.
- .Independent study.
- .Programmed learning project to enable students to attain proficiency in the areas of study.
- .Make educational diagnosis.

SUMMARY OF COMMENTS

MADE ON STAFF QUESTIONNAIRE

Item
II-C: .Group work techniques.
(cont'd)

.A place where students can ventilate their personal feelings.

Item
II-D: .Math for regular high school and gym if space etc. were available.

.I feel that I have the background, interest, training, and patience.

.In whatever capacity I could be useful.

.Maybe classes in mannerism or ethics and some type of sensitivity class.

.I would like to teach in my area (Math) as if it were a regular high school with the same vigor that is expected there.

.In needed.

.Removing obstacles that tend to cause faculty to have real opportunity to succeed.

.I would be willing to work as a counselor and consultant.

.I am not in favor of this idea. Of course, if it became a reality, I am always willing to work in any phase of the school program.

.Individual counseling. Making Psycho.-Social assessments and recommendations for treatment.

.More information would be necessary.

Item
III-A:.Could help some past high school graduate age get to work, service, or college faster.

.There are some students who have a desire to obtain a high school diploma, but find it difficult to function in the school setting for various reasons.

.If the students with a genuine interest and attitude were found for the program.

.This would modivate the older student to learn and to study if they realize that they can receive their high school diploma sooner.

.Contingent on attendance and effort patterns of the specific students involved.

.The previous program was not evaluated in any systematic way. I am in favor of the idea but I question its effectiveness within our school program.

.We have so many older students with no interest in school.

.Many students cannot function efficiently in a traditional classroom, yet they are capable of learning.

SUMMARY OF COMMENTS

MADE ON STAFF QUESTIONNAIRE

Item
# III-A: (cont'd)

- .To help students who are behind chronologically in school and desire to finish quickly.

- .Now that some of the students have been exposed to the program, I think they are more aware of what is expected of them.

- .Many of our students are far behind in credits and overly aged. Some will never make it by 21 years of age at their present rate. I think G.E.D. is the answer.

- .Many of our students are overaged and have few credits.

- .For those 18 years and older who have Sophomore and Junior credits.

- .Age and circumstances should be considered when assigning students to this program.

- .To take care of the needs of students (especially older students with few credits) who demonstrate that the present Lincoln program is not meaningful to them.

- .The G.E.D program would be beneficial to students who might otherwise drop out of school completely.

- .I feel the idea was good. Obviously, the methods must be altered to bring success, however, I'm not aware of the methods that were employed.

- .There is a need to try and help students who cannot earn enough credits before their 21st birthday, for several reasons.

- .The range of problems, needs, and aspirations among our students suggests the need for a highly flexible program at Lincoln. A G.E.D. component seems necessary for a select population of students.

- .Hope would be given to students of 19 years or older who haven't "a ghost of a chance collecting enough credits to graduate".

Item
III-B:

- .Capable potential drop-outs.

- .Mature and older students (17 years or older).

- .Students with positive attitude toward school.

- .Students approaching age of 21 with minimal number of credits but still wish a diploma.

- .Primary criteria - students who can achieve a reading level commensurate with the reading level that is equaled with the actual 5 best areas.

SUMMARY OF COMMENTS

MADE ON STAFF QUESTIONNAIRE

Item
# III-B: .Overaged with few credits.
(cont'd)

.Those who have been enrolled several semesters (4 or more) who have earned very few credits.

.Poor achievers in a standard classroom might do better. Older students.

.Those 18 and 19 years old, behind academically and have the I.Q. to be successful.

.Those approaching age 20 with learning ability to pass the test with the proper type of motivation.

.Overaged, few credits, and interested ones who have been thoroughly informed of what G.E.D. really means.

.Family problems, pupils who are independent of parents, 19 years old or older.

.Students with verified family responsibilities that might prevent extended school attendance.

.Those 18 years or older who cannot earn enough credits to graduate during their 21st year.

.A normal intelligence, enthusiastic, willing to cooperate, over 19 years student without a chance of getting enough credits to graduate.

.Those for whom graduation in the usual way is impossible.

Item
III-C: .Lack of space in G.E.D. room.

.Judged too quickly.

.Too few students really interested in high school diploma.

.Lack of sustained motivation of students.

.Poor reading habits of the students.

.Lack of student attendance.

.Lack of organization and interest.

.Students not willing to try to adjust to a new learning experience.

.Uninformed and disinterested students.

.One instructor covering all subject matter areas.

SUMMARY OF COMMENTS

MADE ON STAFF QUESTIONNAIRE

Item
III-C: .Time element, attitude toward the class, selection of students, and combination of other problems.
(cont'd)

.More training concerning the G.E.D. program needed to be given to the student-hours of control on the student (maybe only coming ½ day).

.The program content, methods used, students, and the teacher.

.Time - the time element was not sufficient to make an adequate assessment. Supervision of activities was limited.

Item
III-D: .Larger facility.

.Hard work.

.Carefully surveying each eligible student to see if they would be interested.

.Maybe if enough teachers are available - have team teaching or some different approach.

.Stress reading and math.

.Organize better.

.Publicize better.

.Create more interest from faculty and students.

.Teachers prepared in areas to be taught.

.I don't know.

.It is difficult to insure the success of any project involving humans.

.Testing them frequently after learning experience might insure success if properly motivated.

.Draw from experiences of Adult Basic Education Program. Select teacher experienced and trained in G.E.D.

.Individual counseling sessions on a regular basis with students involved in this program.

.Selection of students with age criteria and have met certain standards regarding achievements. Allow students time enough to gain skills, not expecting all students to be ready to take the test at the same time.

.Question the previous teachers of the program and also some of the former students who failed or succeeded.

.The careful screening of the teacher, students, and materials used in the program.

SUMMARY OF COMMENTS

MADE ON STAFF QUESTIONNAIRE

Item #III-D: (cont'd) *.Student teacher ratio should be observed, based on sound learning principals.*

Item # III-E: *.As a teacher of the entire program as last year - or math section.*

.I am willing to work in whatever capacity I can be useful and needed, providing I am reasonably qualified.

.I would like to work in a specialized area.

.In my area, I'll gladly work.

.If needed.

.Administrative decisions and organization designed to give program opportunity to succeed.

.I was assigned to the previous G.E.D. program and viewed it as having exciting possibilities. I would be willing to work in it again as a counselor - consultant.

.A really big challenge.

.I am willing to work with students in my capacity as a social worker.

.Work toward improved attendance of those students enrolled.

.I don't feel able to teach all subjects similar to elementary school.

Item # IV-B: *.In some departments, such as English or math, I think it has been proven a worthwhile approach at Lincoln. But because of the small number of students we work with I don't think its a very necessary approach.*

.I feel that, if we have large numbers of our type of student in class together regularly, this would defeat our school's main objective, i.e., individualized instruction. With team teaching, I would expect the number of students assigned to the team to be greater than that assigned presently to the individual teachers.

.In the math area, which I am most familiar, team teaching is difficult due to the varied ability levels of the students in the same area even, such as Basic Math.

.At Lincoln our classes are small enough for a teacher to give individual instruction when needed.

.Teachers can teach their strenghts.

.Two teachers working together can naturally get more accomplished - it would be a more individualized situation for each student involved.

SUMMARY OF COMMENTS

MADE ON STAFF QUESTIONNAIRE

Item
# IV-B:
(cont'd)

.We could combine our individual specialization, skills, and understanding in expertise to zero in on the target difficulties that students may have. The members of the team can compliment each other by the use of their special abilities, etc. Example: Counseling and math, counseling and social studies in social studies and math.

.Different teaching technique.

.More subject matter covered.

.The teacher would have a better chance to exchange ideas if their particular one was a failure.

.Exposure of students to a variety of experiences and teachers.

.Correlation of subject matter content.

.Tying in of numerous areas of education.

.Students would have the benefit of adjusting to different methods and ideas.

.Basically advantages.

.The Art Appreciation and History could be of value to the History - Social Studies Departments.

.Greater student interest and participation resulting from specialists in various areas treating those items. Relieve monotony of being with same teacher or students throughout semester.

.Continuity in my opinion should promote interest.

.The biggest advantage for the student is that in a given teaching - learning situation a group of resources is provided which brings varied levels of knowledge, skills, and teaching approaches. The student would have the benefit of a good lecturer, a good demonstrator, a facilitor for group discussion, etc. In addition, the interaction between teachers may serve as a viable model for interpersonal development between students and between students and teachers.

.The talents need to be given by the teacher for student development.

.May be too fast for some students or too much material.

.Teacher conflict.

.I feel that the physical plant is too small.

.With our small staff it might create logistical problems.

SUMMARY OF COMMENTS

MADE ON STAFF QUESTIONNAIRE

Item
IV-B: (cont'd) .The disadvantage would be to try it other than on an experimental small-scale basis and lack of very careful planning. There may be some difficulty because of wide range of students' abilities and limitations. This might be overcome, however, through individualized instruction within the team-teaching process.

Item
IV-C: .Two subjects can be worked together by two teachers or more than two teachers, or one subject can use team teaching approach.

.With the G.E.D. program.

.In some math classes.

.In some low english classes (basic).

.It would provide certain expertise that one teacher has with that of another teacher which could enhanse the learning situation.

.It would provide variation for the student and teacher.

.It would provide more opportunity for personal relations of student and teacher.

.Interest.

.Variety.

.Creativity.

.Competition.

.A new venture to find and hold the interest of our students who have been turned off as far as education is concerned.

.More diversified instruction.

.Enriching discussion by a broader point of view.

.Teachers with special training in certain areas should be able to improve instruction through this approach.

.This approach gives students an opportunity to see the interrelatedness of subject matter.

.Interest and motivation.

.Within a department: Applying various levels of expertise to the learning process.
Between departments: Assisting the student toward more extensive questioning of given concepts, and toward making use of those concepts in variety of life situations.

.A variety of program.

SUMMARY OF COMMENTS

MADE ON STAFF QUESTIONNAIRE

Item
# IV-C:
(cont'd)

.To expose the students to more varied aspects of a particular subject through the use of two or more instructors.

.We do use some team teaching during the part of the year we use our "consumer situation" in which each teacher is in charge of a certain area (banking, department store, etc.) and the students move from one to another.

.None here at Lincoln but at other schools with larger classes, one could combine some subjects very well.

Item
V-B:

.Mr. _____ uses a modified form.

.It has not been in social studies area.

Item
V-C:

.If limited to 11th and 12th graders who are doing well academically, the independent study program would be productive.

.If space and teacher supervision were available, and students who are interested and eager to accomplish are obtained.

.Perhaps this is the key (or one of many keys) to teaching the disadvantaged student. According to adolescent psychology the disadvantaged student attains independence much sooner than the non-disadvantaged student. By allowing him more freedom in an independent study program based upon mutually agreed terms and stated objectives it can fulfill the need for personal independence and autonomy.

.Certain students cannot function as well in class as they can at home doing their studies. Many have a reading disability and cannot keep up with their peers.

.Slow learners would profit.

.Superior students would not be held back.

.I think it would give the teacher more time to deal with the individual student.

.Some students are not challenged by work presently offered. Independent study would supply opportunity for capable students to sharpen skills, do indepth study of topics of interest, improve self-image and image of others.

.I think it might be, but since I'm not in a classroom it is difficult for me to respond.

.One step toward individualizing program to meet the needs of the students. It would be productive for certain students who are really interested in extended research and analysis of particular problems and issues. Field study projects would be helpful. For those students who are going into higher education it might be helpful to learn how to do independent study projects under supervision of a staff member. This would be a "transitional" component of our program.

SUMMARY OF COMMENTS

MADE ON STAFF QUESTIONNAIRE

Item
V-C:
(cont'd)

.Yes, for those who have jobs.

.Most of the students I've had require a great deal of explanations, illustrations to grasp a concept. Therefore, I don't think they would fare well in such a program.

.Most of my students do not exhibit enough self-control to handle this much freedom.

.Most of our students are not able to work on their own.

.Too late to change the study patterns of the type of student we receive.

.I'm not sure.

.More information needed about this procedure.

Item
#V-E:

.According to grades or/and age.

.According to maturity.

.According to motivation.

.Types of students permitted in the program.

.I guess the only limitation would be whatever can be arranged and agreed upon by the teacher and student on certain limited behavioral objectives that would fit the behavioral contract concerned on an independent study program.'

.It should be limited to those students who would benefit mostly by it. Those who could benefit by it but not used by students who either could not or would not follow the program methods, etc. This might have to be found out through the trial and error method.

.It should be limited so as not to hinder the normal progress of the classes as a whole - not too much time spent with any certain individual.

.Student ability, cooperation, interest, production (if student shows lack of progress).

.A project should be limited to ten weeks or less. The number of students involved would be aligned to the availability of staff members to supervise. Such a program might begin with Seniors who are in need of credits for graduation.

SUMMARY OF COMMENTS

MADE ON STAFF QUESTIONNAIRE

Item
VI-C: .It was both enjoyable and rewarding. Rewarding in that the constant contact with people whom I would have never been with otherwise help me to better understand them and probably others like them.

.I found out how stiff I am. I enjoyed the team spirit generated.

.Better relationship with the students that participated in my group.

.I found out that my physical capabilities are not as great as thought. It gave me greater insight of my fellow staff members.

.Created a vast interest - especially in the urban youth who have never been in this situation.

.A most enjoyable experience.

.My experience left me with the feeling of having completed successfully a physical feat that I thought impossible and the desire to want to try others.

.Interdependency as well as being independent.

.Greater appreciation of co-workers and interdependence of people.

.Have become more aware of myself and others, more cooperative, more confident, greater desire to extend assistance to others, less fear of failure.

.I was impressed with the students and their spirit of cooperation.

.Indirect participation only.

.The need for me to keep my muscle power built up.

Item
VI-D: .Help them to build a better self-concept by performing task on their own with only encouragement coming from others. Help to realize the need for others, and the need for sharing.

.To better equip them for life in general, to teach them to use what they have and obtained desired results.

.Increase in self confidence and self worth that can be happily transferred to the school enrollment. A greater degree of acceptance of other people as well as oneself.

.Improved self-concept, with carry-over into all areas of life; heightened team spirit; outdoor rugged terrain exposure to broaden student's perception and appreciation of natural world.

.Feeling of accomplishment, better self image.

SUMMARY OF COMMENTS

MADE ON STAFF QUESTIONNAIRE

Item
# VI-D:
(cont'd)

.To develop their bodies and minds, to have them discover their capabilities, fears, pleasures and inner thoughts It strengthens discipline. Students learn to cooperate with peers and instructors.

.Create understanding and communication with others (good); independence and belief in oneself; team work-physical conditioning.

.I think most of the students find that its an enjoyable experience. Those that have gone would like to return.

.If the students who have failed academically can physically find success and feel that there is something I can do well, this might lead to success in some other area and a feeling of self worth.

.Cooperation.

.Increased self-awareness, self-confidence and self-esteem; productive use of aggression; an attitude of helpfulness; reflective thinking (i.e., values, life-styles, relationship of self to others).

.Teamwork, human values, appreciation of the world of life away from the City.

.It makes for a better relationship among staff members when they return to their job.

.Improved esprit d' corps.

.Better relationship with students.

.The staff, if participating, will see their students in a different light. They will discover, probably, the person each student is and also learn about other staff members.

.Understand both students and Faculty better.

.It gives the staff members a chance to know one another better.

.Meeting the students on or in different situations other than the classroom, would give both student and teacher a different outlook upon each other. Much could be learned by both.

.Increased understanding of students - how they think and feel.

SUMMARY OF COMMENTS MADE ON STAFF QUESTIONNAIRE

Item
# VI-E:

.The students seem to have benefited from the exposure. They realize that they can do things that formerly they did not believe.

.It's a worthwhile experience for any individual and would enhance the Lincoln program immensely.

.I think it's a good experience for all concerned.

.Summer training for staff leaders. Student participation.

.It has not really been given a good chance yet.

.It can separate the students - man and boy, etc. It can give each student the knowledge that they can do things even after they think they are through. They can, as they say, "Find themselves". The program makes better citizens out of the majority of students.

.I would like to participate in a program of this kind as one of the instructors.

.We haven't tried it, so we won't knock it. I say try it.

.Everyone should participate.

.From the information that I have gotten from those that have participated, the program should be worth-while.

.Every student and staff member should have at least one annual stress-challenge experience.

.Our students have had very little exposure to scouting, camping, etc.

.The students seemed enthusiastic and many seemed to have gained.

.I see it [redacted] as a useful component in a total flexible program.

.More students need to be exposed to it.

.The program [redacted] within our school context should have a low priority.

SUMMARY OF COMMENTS

MADE ON STAFF QUESTIONNAIRE

Item
VII-A: .Different students may be weak or strong in different areas of language.

.Mainly because they enter school at different intervals which makes it impossible to keep them all on the same level. Especially since some have had the course before and others haven't been exposed to it at all.

.I do this already - abilities are so varied you have to do this type of teaching or miss a great deal of students in the generalizing.

.Each student has individual problems that brought him here. To an extent the remediation must be individual.

.The varied ability levels in class, combined with the constant entering and withdrawing of students, makes individualization almost a necessity in most of my classes.

.Any opportunity that presents itself for individualized instruction is used if I feel that the student is achieving at all.

.The students we must accept, we must also receive or accept them at all periods of the year, with different abilities and needs, individualized instruction is a must.

.Variable reading levels of students makes this a must.

.Discover emotional hang-ups and work to resolve. Discover learning disabilities and work to remedy. Must be done on individual basis as problems are different.

.Maintain interest and motivation.

.Each student has to be able to compete against himself and not always competing in a group where perhaps there is no comparison.

.They can proceed at their own rate.

.Individualized instruction should be offered on the bases of need for certain of our students.

.In typing, one explains as you go along.

.I believe I am using enough as it is - not neglecting any student.

.Doing so at present.

SUMMARY OF COMMENTS

MADE ON STAFF QUESTIONNAIRE

Item
# VII-B: *.I don't know.*

.I'm not that familiar with the technicalities of the instructional approach, but am interested in learning more.

.Time wise for individuals who need more but not neglecting the students who are superior in their work.

.Probably - If we somehow could place students in a given class with the same abilities or disabilities then group work could be done.

.Judicious mixture of individual instruction and regular or traditional methods. Students should not be misled into expecting same procedures in regular high school.

.Many times interaction with other students is necessary from a social as well as educational view point. Students should have group discussions and presentation of new material may be best handled in a group.

.Only to the extent that some model of instruction be developed before trying a full-fledged program. Also, the availability of learning packages would determine how extensive the program becomes. I would not limit the number of students in a class. All students can have it individually or in small groups if a behavioral objectives model is used.

.To those students who's need is determined.

.It's up to the individual teacher.

.Let the student develop the SKILLS, etc. that are so needed!

Item
# VII-C: *.Since I do not fully understand what is meant by "individualized instruction", yes, more training is needed.*

.I would like to know more about it.

.Perhaps, I need new insights or better ways of teaching on an individualized basis.

.My exposure to it is limited.

.If I could be given hints of more efficient ways.

.Any training can help a person.

.We all can use all the teaching we can get one never stops learning. The more the better.

SUMMARY OF COMMENTS

MADE ON STAFF QUESTIONNAIRE

Item
# VII-C:
(cont'd)

- .An inservice program would probably introduce new methods for individualized teaching.
- .We are all in need of additional new thoughts, ideas and methods.
- .New ideas and methods are welcome.
- .To learn theory and skills needed for effective implementation.
- .Would give more insights into meeting specific needs in this way.
- .It would reinforce and possibly extend my present skills, especially in terms at diagnosis and evaluation.
- .Everything helps - more knowledge means more tools to use with the student.
- .I've had some training in that, and have been working with it for a few years now.

Item
# VIII-A:

- .It's a regular high school subject, and should be included.
- .A number of our students would like to graduate from Lincoln. This addition might make that possible.
- .Many of our students, although hard workers with good attendance, will never graduate at a regular high school because of their mental capabilities. Since science is required for graduation, these students need to take it here.
- .A science course without the lab. work would be practical for Lincoln High School students that only need credits in science to graduate would certainly benefit.
- .If space, equipment and teacher were available - the Lincoln student could have more individual instruction and better chance at success than in a larger regular high school class.
- .Will give the students a variety of subjects to choose.
- .A goodly number of our students need science and it works a hardship on many to try to pick it up in tutorial.
- .Students with long stays at Lincoln need this area.
- .Needed to broaden the students concept of his physical environment.

SUMMARY OF COMMENTS

MADE ON STAFF QUESTIONNAIRE

Item
# VIII-A: .Many students are often short of required subjects needed for graduation.
(cont'd)

.Needed to prepare some students for graduation.

.I assume students face difficulties in meeting their requirements upon return to the general high school at an advanced age and grade. Advanced assigned science may be beyond their abilities.

.Firstly the program is limited in having many basics, many students need the science to meet graduation requirements and to motivate the able student.

.For seniors, particularly. A general science class should meet our needs for a while.

.At times for an older student to graduate.

.The inclusion of science in the school's curriculum would inable our students to meet all requirements for graduation.

Item
# VIII-C: .If the course offerings are to be broadened, another building with more space would be needed.

.A separate restroom for male teachers with the entrance outside the library. Increase the office positions from 2 to 3 persons so that the administrators are not overworked.

.More equipment, more room space, and more teachers. In the last year class size has grown considerably.

.More storage space, and dust control system.

.Science room, men's toilet facilities, storage space for library and book room. Expand library to become media center, and a dark room for photography.

.It is necessary for me to have, at times, a more private facility for working through problems with students. It's a bit noisy when counselors and students are talking at the same time in the guidance area.

.Get a swimming pool; a music teacher; choral and instrumental; a psychologist on the staff.

.Adequate office space.

SUMMARY OF COMMENTS

MADE ON STAFF QUESTIONNAIRE

Item # VIII-E: .Interest tests and aptitude tests, as well as personality tests. I would use the information received to better understand and motivate the students to learn in relation to their interests, future work, and abilities as well as personal needs.

.I would like to know which of my students has shot a teacher. The students give me this information, I would like it from the staff. We who work upstairs sometimes feel "out in the cold" so far as this sort of information is concerned. We consider this germaine to our performance.

.The information is there but must be asked for. If given to us at the beginning it might help. For example, health problems, and learning disabilities.

.Why the student had to leave his regular high school. If the student has any physical disabilities that might interfere with learning. Any information received would be used in teaching the student better by knowing his capabilities.

.More about his personality; why he was sent here; history and reading level.

.I would like to know the emotional stability of students as a means of protection.

.Reason for transfer; physical and mental capabilities; prompt records.

.Reasons for suspensions, past records (cumulative).

.Academic limitations; attendance information; physical limitations.

.Emotional and other behavioral characteristics (high strung, moody, etc.)

.A pupil with problems that have been explained to the faculty would likely be approached and handled in a different manner from the average pupil.

.More detailed and accurate information re: reason for adjustment transfer. Present information usually limited to attendance problems.

.I do not have to receive suspension - oops! (adjustment transfer) information, but I feel it should be on file for all students in the school if I wish to read it.

SUMMARY OF COMMENTS

MADE ON STAFF QUESTIONNAIRE

Item
# VIII-E: (cont'd)

- *In special cases it would be helpful to know if students have had long-term problems (emotional, social, or learning) and if they have been in other special settings such as terminal education, elem. classes for the emotionally disturbed, out-patient hospital care, etc. This information would be used to develop subsequent programs for a student and to help us set realistic expectations of the student.*

- *Home school and elementary progress background. Reasons for suspension, etc. and health cards.*

- *Reason for suspension. Information relative to the student's involvement with community agencies. An assessment of the student by the social worker assigned to the last school attended. This information would be helpful in determining the nature of the student's problem and how to assist him in resolving it.*

TABLE 14

WITHDRAWALS AS PERCENTS OF TOTAL REGISTERED STUDENTS AND OF TOTAL WITHDRAWN STUDENTS

WITHDRAWAL REASON	NUMBER OF STUDENTS WITHDRAWN FOR THAT REASON	% OF TOTAL REGISTERED STUDENTS (N=398)	% OF WITHDRAWN STUDENTS (N=228)
Returned to regular high school	89	22%	39%
Assigned to Tutorial School	60	15%	26%
Conduct demoralizing to the school	19	5%	8%
Non-attendance	13	3%	6%
Lack of interest	12	3%	5%
Assigned to school for pregnant girls	7	2%	3%
Moved out of city - attending school	5	1%	2%
Assigned to a House of Detention	5	1%	2%
Entered Armed Service	5	1%	2%
Pupil adjustment	3	<1%	<1%
Entered employment	2	<1%	<1%
Transfer to Private or Parochial School	1	<1%	<1%
Moved out of city - not attending school	1	<1%	<1%
Psychological or Psychiatric diagnosis and/or treatment	1	<1%	<1%
Suspension - not reporting to assigned school	1	<1%	<1%
Students Retained	170	43%	
Students Withdrawn	228	57%	

Instructional
Activity

FISCAL YEAR 1974

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

PART II – A

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA *St. Louis Public Schools* County Code *115* LEA Code *115*

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity. Do not leave blanks. Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report *Component IV - Work Study High School* [✓ RY] Su (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent

( ) Counselor

( ) Classroom teacher

( ) Principal

(✓) Other (specify) *Staff of the Division of Evaluation*
Evaluator: Gary House

Name and Title of the person primarily responsible for evaluation of this activity.
Dr. Jean José

Telephone Number *314-865-4550*

3. Indicate, in number of weeks, the length of time this activity operated.

40 Regular year ______ Summer

4. Indicate the number of public school children eligible for Title I programs, involved in this activity.

220 Regular year from grades *10 - 12* ______ Summer from grades ______

5. a. Indicate the number of participants in which pre and post evaluation is available.

220 Regular year ______ Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any)

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period
30	*1 hour*

7. What were the objectives of this activity? ***Failure to list the objective will result in rejection of the evaluation.***

See Component IV

See Component IV

Name of instructional activity evaluated in this report Work Study High School

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. **The tables below are minimums.** Feel free to submit such other data as may be pertinent to the evaluation of the activity.

Name of test used: ____________

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN

Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities. **No. of weeks between tests** ____________

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One)

	NUMBER OF STUDENTS BY GRADE LEVEL														
GAINS	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.															
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month															
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.															
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.															
TOTAL															Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains: Prior average yearly gain = $\frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$ See back of page 4

	NUMBER OF STUDENTS BY GRADE LEVEL												
Prior Gains	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 - .70 yrs.	X												
.71 - 1.00	X												
1.01 - 1.50	X												
1.51 & over	X												
TOTAL	X												Grand Total

* Include only those students who had both pre and post tests and are included in this evaluation.

See Component IV

Name of instructional activity evaluated in this report *Work Study High School*

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached?

10. Based on the evidence presented on Page 2 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

11. Make recommendation of changes needed for this activity.

12. Describe any unique or innovative features of this activity.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

FISCAL YEAR 1974
LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT
PART II – A
Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA St. Louis Public Schools County Code 115 LEA Code 115

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity. Do not leave blanks. Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report Component IV - Work Study High School RY [✓ Su] (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent

( ) Counselor

( ) Classroom teacher

( ) Principal

(✓) Other (specify) Staff of the Division of Evaluation
Evaluator: Ollie Tucker Ward

Name and Title of the person primarily responsible for evaluation of this activity.
Dr. Jean José
Telephone Number 314-865-4550

3. Indicate, in number of weeks, the length of time this activity operated.

______ Regular year 6 Summer
Staff Development

4. Indicate the number of public school children eligible for Title I programs, involved in this activity.

______ Regular year from grades ______ | ______ Summer from grades ______

5. a. Indicate the number of participants in which pre and post evaluation is available.

______ Regular year | ______ Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any)

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period

7. What were the objectives of this activity? *Failure to list the objective will result in rejection of the evaluation.*

See Component IV

See Component IV

Name of instructional activity evaluated in this report Work Study High School

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. **The tables below are minimums.** Feel free to submit such other data as may be pertinent to the evaluation of the activity.

Name of test used: ____________

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN

Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities.

No. of weeks between tests ____________

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One)	NUMBER OF STUDENTS BY GRADE LEVEL														
GAINS	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.															
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month															
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.															
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.															
TOTAL															Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains: Prior average yearly gain = $\frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$ See back of page 4

	NUMBER OF STUDENTS BY GRADE LEVEL												
Prior Gains	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 – .70 yrs.	☒												
.71 – 1.00	☒												
1.01 – 1.50	☒												
1.51 & over	☒												
TOTAL	☒												Grand Total

---

* Include only those students who had both pre and post tests
included in this evaluation.

See Component IV

Name of instructional activity evaluated in this report *Work Study High School*

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached?

10. Based on the evidence presented on Page 2 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

11. Make recommendation of changes needed for this activity.

12. Describe any unique or innovative features of this activity.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

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WORK-STUDY HIGH SCHOOL

SUMMARY

Work-Study High School exists as an alternative to the regular high schools for eligible ESEA Title I St. Louis students.

While providing basic entry level skills in automotive repair, foods service and business education, the school attempts to help students remain in school and graduate.

Evaluation procedures during the 1973-74 school year included several components:

1. *An examination of the nature of the student body: It was found that Work-Study High School students scored well below state norms on ability measures. Most students expected to graduate and some probably would have dropped out of school if they had not attended Work-Study. Student achievement improved once they enrolled at the school, but attendance did not improve.*

2. *An examination of the school's June, 1973 and January, 1974 graduates: It was found that most graduates were employed locally; many were in area schools. They liked their experiences at Work-Study High School and many said that the program helped them to stay in school and graduate.*

3. *An examination of the nature and scope of the Work-Study High School program: It was found that three divisions were currently in operation (Automotive, Food Service and Business Education) and a fourth division was in the planning stage (Health Occupations). Academic and guidance classes related to shop classes and work experience was provided where possible.*

4. *An examination of the status and growth of Work-Study students pertaining to their career maturity: It was found that students tended to mature in their career related skills and attitudes. Many students were found to have skills that would help them solve career related problems. Further, students tended not to seek the advice of persons outside their families, and they tended to see careers and the future unrealistically.*

Based upon the findings of the evaluation, the following recommendations are made:

1. *Changes in student recruitment procedures are needed.*

2. *Changes in the placement and follow-up procedures utilized by work coordinators are needed.*

3. *Career education and guidance activities should be expanded and formalized. Guidance classes should receive credit. Materials should be greatly expanded and evaluated.*

4. *The Work-Study format should be expanded throughout the St. Louis Public High Schools as funds become available.*

5. *Enrollment at Work-Study High School should be increased to capacity.*

6. *Within the school system, jobs for students should be further developed.*

7. *Student attendance and tardiness should be improved.*

8. *The small engine repair shop should include motorcycle mechanics, and related jobs should be developed.*

PROGRAM DESCRIPTION

Objectives. The objectives of Work-Study High School as stated in the 1973-74 proposal for funding were:

1. *To provide an alternative method of instruction for students who are otherwise prone to drop out of school.*

2. *To provide instruction in the basic skills and related subject areas.*

3. *To motivate learning of basic skills by relating the skills to specific entry level vocational and career education skills.*

4. *To provide an opportunity for work experience related to selected skills.*

Present Programs And Facilities. The high school has been in operation since January, 1970. Four buildings comprise the campus: the Administration building contains the library, offices for administrators, the social worker, the nurse, the work coordinator, the clerical staff, and a teacher on special assignment. The work coordinator's office doubles as an advisory room for one of the Foods Service teachers.

The Business Education building contains a counselor's office, academic and vocational classrooms and a distributive education room.

The Automotive building contains a counselor's office, academic classrooms, a small engine repair shop and an automotive repair shop.

The Foods Service building contains a counselor's office, academic classrooms, a large kitchen, the Tea Room and the school cafeteria.

A student may spend up to two years at Work-Study High School. Thus, most students enter the program at the beginning of their 11th grade year and leave the program upon high school graduation.

Work-Study High School students come from eligible Title I regular high schools. They are recommended by their home school counselors based upon the following criteria: poor attendance; poor achievement; and general dissatisfaction with their regular high schools.

Credits earned at Work-Study apply toward regular high school graduation; and students may take additional required courses or special interest courses away from the Work-Study campus. In addition, students may engage in extracurricular and social activities with classmates at the regular high school.

Except for special circumstances, students take all of their classroom work in one building. Academic classes in English, mathematics and social studies are related to the vocational skill areas taught within the building. When basic entry level skills are mastered and when teachers and/or other staff members agree that a student is ready, he may take a part-time job for credit. An attempt is made to secure jobs related to students' areas of training.

Once on the job, a student reports only to his academic classes. The work coordinator, the distributive education teacher and the counselors visit job sites and follow-up on job related problems.

For those students who do not work, academic and shop classes continue. On alternate days, each non-working student has a guidance class supervised by his counselor. The guidance classes alternate with library periods.

Developing Programs. During the 1973-74 school year, one teacher was employed to develop a health occupations component for Work-Study High School.

The teacher assigned the duty of developing the health occupations program has worked in health services and health services education. An advisory committee, composed of eighteen members, representing a variety of health occupational fields was utilized to help determine both the feasibility and the nature of the program.

The Health Occupations component will be open, initially, to some twenty senior students during the 1974-75 school year. After a ten week orientation program students will be placed on half-day jobs. Each semester, students will receive one unit of credit for their course work in hospital occupations and two units of credit for work experience.

Field Trips And Special Projects. Field trips and special projects in which students within each division took part during the 1973-74 school year included:

THE BUSINESS EDUCATION DIVISION

1. A trip to the local offices of a large business corporation and a private school of business.
2. Membership in Future Business Leaders of America.
3. Participation in school-wide and district-wide Business Skills Competition.

THE DISTRIBUTIVE EDUCATION COMPONENT OF BUSINESS EDUCATION

1. A trip to a local retail food store.
2. Preparation of six job-related training manuals.
3. Participation in local and state Distributive Education activities.

THE FOODS SERVICE DIVISION

1. Guest speakers from Mexico and India during Brotherhood Week.
2. Guest speakers from a radio station taught how to write a radio script.
3. Participation in the Junior Council of World Affairs.
4. Cooperation in team teaching situations for selected units.
5. The St. Louis Public School photographer helped teach students how to use a video tape unit.
6. A trip to a dinner theater.
7. A guest chef demonstrated how to make omelets and Caesar Salads.
8. A trip to Jefferson City to observe state government components.
9. A trip to a local meat packing company.
10. Several communication workshops for faculty and students were conducted by the Foods Service counselor.

THE AUTOMOTIVE DIVISION

1. A trip to an Air Force Base's motor pool.
2. A visit by a representative of a school for motorcycle mechanics.
3. A lawyer was a guest speaker.
4. A speaker from a local private technical school.

Work Experience: Simulated. Each division's shop classrooms contain equipment which students would be required to use when placed on actual jobs. As job skills were learned, students developed and practiced those skills on such equipment. Because any potential employee must be able to perform his skills at a given efficiency level, students were taught to meet or exceed efficiency levels through simulated work experience within their classrooms.

Work Experience: Services To The Public. Students in the Food Service and Automotive buildings performed services for the public. A small restaurant (called the "Tea Room") in the Food Service building served lunch to the public from Monday through Thursday of each week. Students helped prepare and serve the food. On some Fridays, special arrangements were made for groups to use the Tea Room for luncheon meetings which students again served. Although not technically jobs for which students were paid, the situations demanded job-like performance by students.

Automotive and small engine repair students also worked for the public. Service operations to automobiles, lawn mowers and other small-engine powered equipment was carried-out by students under the supervision of their teachers. No pay for services was given to students although a small charge to cover parts and incidentals was made.

Work Experience: Field. For those students who were employed by private and public employers, two separate and distinct work programs existed. One program was headed by a full-time work coordinator who developed jobs for automotive, food service and business education students, conferred with teachers and other school personnel concerning which students should be placed on those jobs, and helped in the supervision of students on the job.

The other program was headed by the distributive education teacher who performed many of the same duties as did the work coordinator. In addition to work-related duties, the distributive education teacher taught classes in merchandizing and distributive education and participated in distributive education activities at the local, state and national levels.

Work Experience: Credit. Credit toward graduation was earned by students who worked successfully both within the school and on actual jobs. The major difference between actual job situations and job-like situations within the school was that students who worked outside of the school received hourly wages and those who worked within the school did not.

EVALUATION

Questions To Be Answered: Procedures utilized during the 1973-74 evaluation of Work-Study High School were designed to answer the following questions:

I. What is the nature of the Work-Study High School student body?

  A. How do Work-Study High School students compare with other students in Missouri as measured by the Ohio Psychological Examination and Differential Aptitude test?

  B. What are the distributions of grade-in-school and year-in-school for Work-Study students?

  C. What was the average number of times that first-year Work-Study High School students were absent and tardy last year?

  D. What percent of their attempted credits were first-year Work-Study High students achieving last year?

  E. What were the mean grade-point-averages for the first-year Work-Study High school students last year?

  F. For what reasons did Work-Study High School students elect to attend?

  G. What percent of Work-Study High School seniors say that they would have dropped-out of their regular high schools if they had remained there?

  H. What are the post high school plans of Work-Study seniors?

II. What is the nature of the Work-Study High School program, and are changes needed?

  A. How does each division operate?

  B. How does each staff member contribute to the program?

  C. What is the nature and scope of the work component?

  D. What are student opinions concerning the various components?

  E. What are student opinions concerning the Career Maturity Inventory?

III. What are the effects of Work-Study High School upon its students?

  A. Do students achieve a higher percentage of their credits than they did previously?

B. Do students earn better grades than they did previously?

C. Are students absent and/or tardy less frequently than they were previously?

D. What are the grade distributions of the separate divisions and of the total school?

E. What are the grade distributions of the two groups of working students?

F. In what kinds of activities do Work-Study High School graduates find themselves?

G. What are the opinions of Work-Study High School graduates about the program?

H. Do Work-Study High School students tend to mature relative to career skills and attitudes?

I. How do Work-Study High School students compare with various reference groups regarding their career maturity?

Instrumentation: The permanent records of all Work-Study High School students were examined and data regarding the number of years students had been enrolled in high school and the number of years that students had been enrolled at Work-Study High School were taken. Also available from the permanent records were Ohio Psychological and Differential Apptitude test scores.

With the help of the Statistical Package for the Social Sciences, data processing records were searched for attendance and achievement data which were used to describe Work-Study High School students and to compare their past performances with their current performances.

A large portion of time was spent in interviewing students and faculty members. Faculty members were interviewed to gain insights into the nature and content of the entire program. Two sets of student interviews were conducted. The first set of interviews determined student opinions concerning the usefulness to them of the Career Maturity Inventory* and determined their opinions concerning various aspects of the Work-Study program. Also, several questions had to do with the academic backgrounds and future plans of the students. Thirty students from all grades were selected at random from all three divisions for the first set of interviews. The second set of student interviews determined what plans seniors had made for the year following their graduation. All seniors present on the days of the interviews were included.

A follow-up study of all June, 1973 and January, 1974 graduates was conducted.

* Crites, John O., 1973, CTB/McGraw-Hill, Del Monte Research Park, Monterey, California. See pages 25 thru 27 of this report for a description of the instrument.

Follow-up was done by mail. The follow-up questionnaire was designed by the evaluator with the help of Work-Study High School counselors and administrators and was printed on post cards which were addressed to each student's former Work-Study counselor. Counselors phoned those students who either did not return a card or returned incomplete cards. The follow-up questionnaire was designed to determine both what activities graduates were currently engaged in, and how helpful students felt Work-Study High School had been to them.

The Career Maturity Inventory was administered (pre and post) to all students present on the test dates in January and May, 1974. Results of the January administration were given to counselors and administrators. Counselors then discussed results with students and attempted to help students in areas which the test indicated were problems for them. The results of the second administration were compared to the results of the first administration in order to determine whether or not changes had occurred.

Results of the Data Analysis: Descriptive Data. In late December, 1973, permanent records were examined in order to determine the number of years that currently enrolled students had been at Work-Study High School. Also determined, was the number of enrolled students according to their grades-in-school. Figure I illustrates the two distributions.

FIGURE I

STUDENT ENROLLMENT BY YEARS
IN HIGH SCHOOL AND YEARS
AT WORK-STUDY HIGH
SCHOOL

YEARS AT WORK-STUDY HIGH SCHOOL		1	2	3	TOTALS
NUMBER OF YEARS ENROLLED IN HIGH SCHOOL	2	5	0	0	5
	3	47	11	0	58
	4	26	80	1	107
	5	0	5	2	7
	TOTALS	78	96	3	177

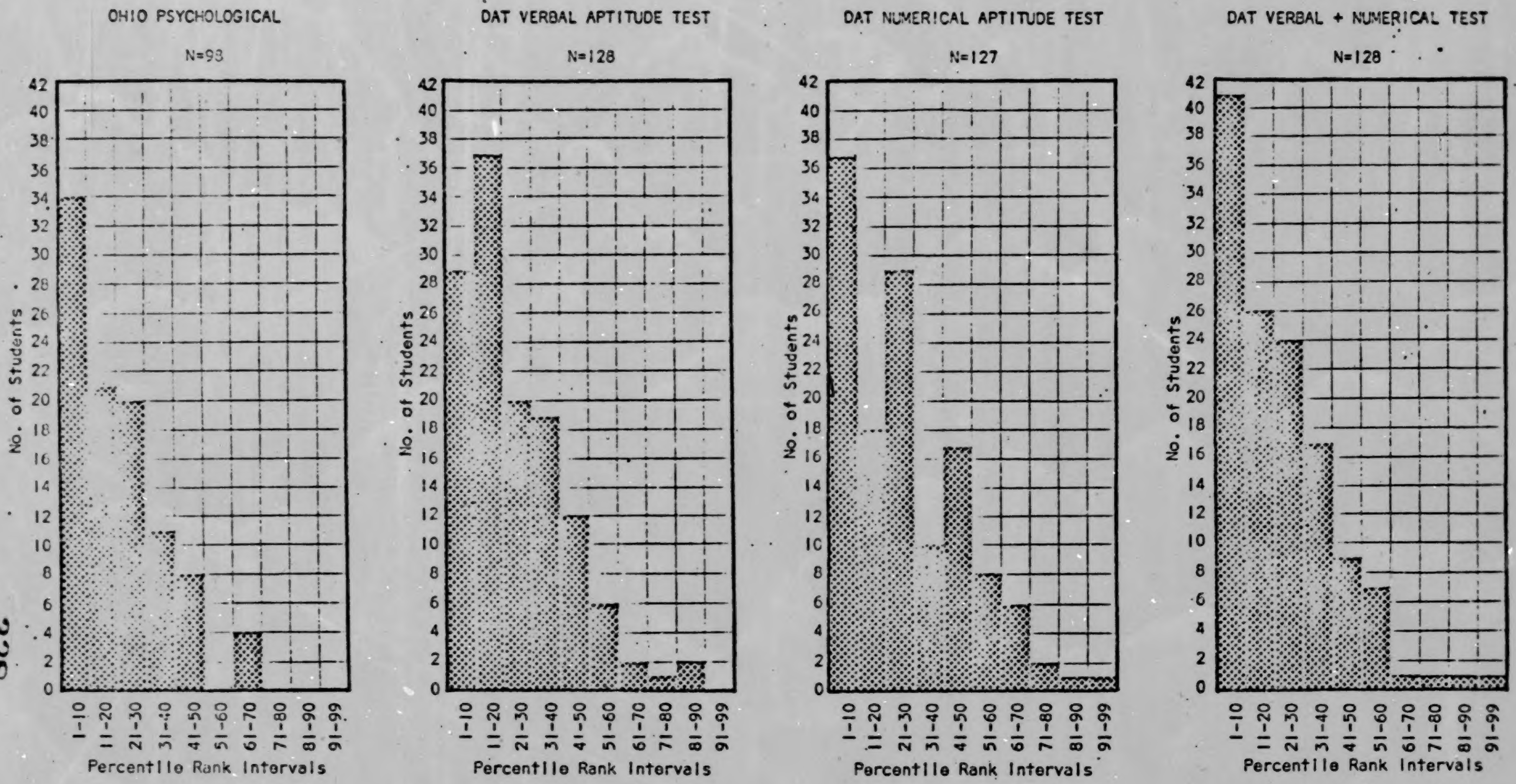
(Numerals within the cells represent the number of students at that level)

For all 177 pupils, existing ability measures were examined in order to further determine the make-up of the Work-Study High School student population. For 98 students Ohio Psychological Examination Scores were available; Differential Aptitude Test Scores appeared on the record of 128 students. Figure II graphically illustrates the four ability measure distributions.

Figure II

DISTRIBUTION OF SCORES

FOR WORK STUDY HIGH SCHOOL STUDENTS - DECEMBER, 1973



It was concluded that Work-Study High School students scored well below Missouri Norms on measures of academic ability, but were progressing through school at a normal rate.

Results of the Data Analysis: Pre-Post Attendance And Achievement Performance Of Work-Study High School Students

As has been previously described, students enrolled at Work-Study High School were recommended by the regular high school guidance-counselors on the basis of interest in one of the vocational divisions and of disinterest in regular high schools. One might logically expect, then, that once students were enrolled at Work-Study, their attendance and achievement levels would tend to improve.

In order to determine whether or not attendance improvements had occurred, t-tests were run on the differences between the mean numbers of times tardy - and times absent - of first-year Work-Study High School students. First semester 1973 (pre-Work-Study) absences and tardies were compared to first semester, 1974 (Work-Study) absences and tardies. Similarly, second semester comparisons were made.

Pre-Work-Study grade-point-averages and percents of credits earned were compared with Work-Study grade-point-averages and percents of credits earned for both semesters as an index of whether or not an improvement in achievement had occurred.

Tables I and II summarize, by semester, the results of the study described above:

TABLE I

CHANGES IN STUDENT PERFORMANCE
FOR THE FIRST SEMESTER (N = 69)

	Pre-Work-Study	Work-Study	Difference	Significance Level
Absences	9.12	8.94	.18	.32
Tardies	9.12	9.23	-.11	.91
Grade-Point-Averages	1.97	2.22	-.25	.04
Credits Earned	92%	98%	- 6%	.01

TABLE II

CHANGES IN STUDENT PERFORMANCE FOR THE SECOND SEMESTER (N=86)

	Pre-Work-Study	Work-Study	Difference	Significance Level
Absences	17.20	15.09	2.11	.26
Tardies	8.32	14.81	-6.49	.01
Grade-Point-Averages	1.62	2.02	- .40	.01
Credits Earned	79%	93%	-14%	.01

A consistant improvement in achievement was observed in both groups. However, attendance data indicated either no significant change, or, in the case of the second semester group, a significant increase in the number of times tardy for Work-Study students. There seems to be a need to explore ways of improving student attendance, especially during the second semester.

__Results of the Data Analysis:__ Enrollment-Withdrawal Report

A total of 220 students were enrolled at Work-Study High School during the 1973-74 school year. Enrollment was maintained at approximately 170 students throughout the year.

Throughout the year, 128 students were withdrawn from the program for a variety of reasons.

A monthly report of withdrawal reasons, and numbers of students withdrawn for each reason is contained in Table III:

TABLE III

MONTHLY WITHDRAWALS BY REASON

MONTH	REASON FOR WITHDRAWAL	NUMBER OF STUDENTS WITHDRAWN FOR THAT REASON
September	Transferred to Regular High School	11
	Assigned to School for Pregnant Girls	1
October	Transferred to Regular High School	1
	Entered Armed Service	2
November	Entered Armed Service	1
January	Transferred to Regular High School	6
	Moved out of City - Attending school	4
	Assigned to Tutorial School	2
	Assigned to School for Pregnant Girls	1
	Entered Armed Service	1
	Lack of interest	2
	Graduated from high school	10
February	Returned to Regular High School	2
	Pupil Adjustment	3
	Suspension - Not reporting to assigned school	1
	Lack of interest	2
March	Assigned to School for Pregnant Girls	1
April	Transferred to Regular High School	2
	Pregnant - Not attending school	1
	Physical Health	2
	Pupil Adjustment	1
	Entered Armed Service	1
	Lack of interest	1
May	NONE	
June	Graduated from high school	69

Another view of withdrawals can be had by recording the number of students withdrawn according to the various reasons. Also of interest are the comparisons that can be made between withdrawn students and the number of enrolled students. The percents of withdrawn students per reason compared to the total number of withdrawn students across categories yields another perspective.

Table IV lists the reasons for withdrawal and the number withdrawing for each reason.

TABLE IV

NUMBERS AND PERCENTS OF WITHDRAWALS BY REASON

WITHDRAWAL REASON	NUMBER WITHDRAWN	% OF WITHDRAWN STUDENTS (N=128)	% OF ENROLLED STUDENTS (N=220)
Graduation from High School	79	62%	36%
Transferred to Regular High School	22	17%	10%
Lack of interest	5	4%	2%
Entered Armed Service	5	4%	2%
Pupil Adjustment	4	3%	2%
Moved out of city - Attending school	4	3%	2%
Assigned to School for Pregnant Girls	3	2%	<1%
Physical Health	2	2%	<1%
Assigned to Tutorial School	2	2%	<1%
Pregnant - Not attending school	1	<1%	<1%
Suspension - Not reporting to assigned school	1	<1%	<1%
Total Reasons for Withdrawal	128	100%	58%

Those 38 students (30% of those withdrawn) who were transferred to regular high schools, withdrawn due to lack of interest, withdrawn because of adjustment problems, assigned to tutorial schools, or suspended indicate a need to examine student recruitment procedures. It would seem that a number of students who enrolled at Work-Study High School did so because it offered them an escape from a bad situation rather than as opportunity to learn job-related skills of interest to them.

Results of the Data Analysis: *Student Evaluations*

Thirty Work-Study High School students were selected at random from those present on several days during March, April and May of 1974 for personal interviews regarding their evaluations of the Career Maturity Inventory and of the Work-Study program in general. Thirty interviews related to the Career Maturity Inventory and twenty-nine interviews regarding the Work-Study High School program were completed.

Ten students from each division comprised the thirty-student sample. Eighteen students were in grade 12, ten were in grade 11, and two were in grade 10. Sixteen students were males and 14 were females; sixteen stutents were currently employed while fourteen were not.

Findings relative to the Career Maturity Inventory and the Work-Study High School program are summarized separatel as follows:

STUDENT EVALUATIONS OF THE CAREER MATURITY INVENTORY

1. *Twenty-seven students had taken the test.*
2. *Sixteen students had received printed copies of their scores.*
3. *Fifteen students had met in groups with their counselors to discuss their CMI results.*
4. *One student had met individually with his counselor to discuss his CMI results.*
5. *One student had met with his counselor both in a group and individually to discuss his CMI results.*
6. *Eleven students reported that their teachers had discussed the CMI in class.*
7. *Ten students had discussed their scores or the CMI with fellow students.*
8. *Four students had discussed their CMI scores with members of their families.*
9. *Fourteen students thought that their CMI scores had been interpreted to them in an effective way. Two students had not understood their scores.*
10. *All sixteen students who received a printed copy of their scores reported that the test was of some value to them.*
11. *Twenty students said that they thought that the CMI should be administered annually and that students should work toward growth as measured on the CMI.*

Although not all students who took the CMI were able to see and interpret their scores, a majority saw the instrument as beneficial to them. The data supports further use of the CMI and points to the need for all students to meet with their counselors on a regular basis.

STUDENT EVALUATIONS OF THE WORK-STUDY HIGH SCHOOL PROGRAM

1. Twenty-six students said that they liked having their academic classes relate to their shop classes. Two said that they did not like the relatedness organization of academic classes and one student said that it would be alright if one were certain ot his vocational choice but inappropriate if he were not certain.

2. Nineteen students stated that they would like to have more information regarding careers in general than about careers related to their current fields of study. Nine students said that they would prefer to learn only about careers in their areas of study and two students were uncertain about what they wanted.

3. All twenty-nine students stated that they planned to stay in school until they graduated.

4. Nineteen students said that, had they remained in their regular high schools, they probably would have graduated anyway. (Some said that it would have taken them longer to graduate than it will now take them.) Ten students (34%) said that they probably would have dropped out of their regular high schools if they had remained there.

5. Nine students planned to go to either a two or four-year college after leaving Work-Study High School. Two students planned to attend a technical school. Three students planned to enter a branch of the Armed Forces. Eleven students planned to work. Two students planned to work and study. Two were uncertain as to their plans.

6. Fourteen students had post high school plans that were related to their Work-Study training. Thirteen students had post high school plans that were unrelated to Work-Study training.

7. The students gave the following reasons for attending Work-Study High School:

   a) To get a saleable job skill - 10 students.

   b) To get away from some trouble that they were in at the home school - 8 students.

   c) To get a part-time job - 5 students.

   d) To try out an alternative method of education - 4 students.

   e) To get away from a large, impersonal situation - 2 students.

Student input indicates a need for more highly structured guidance sessions which include formalized studies of a wide variety of careers. Also, the fact that 19 of 29 students interviewed (66%) gave reasons other than "to get a saleable job skill" for attending Work-Study High School, supports the use of jobs unrelated to skill areas for many of those students who wish to work.

Results of the Data Analysis: Post High School Plans Of Work-Study High School Seniors

Graduating seniors were interviewed in order to determine what they expected to be doing during the year following their graduation. Those seniors in the Automotive and Foods Service Divisions who were present on April 25, were interviewed. Business Education seniors present on April 5, were interviewed. A total of 58 students comprised the sample: 20 were Automotive students, 24 were Business students and 14 were Foods students.

Seniors from each division were gathered into groups and the reasons for collecting the data were explained. The several reasons mentioned were:

1. To determine the scope of the occupational and educational plans of Work-Study graduating seniors.
2. To determine the extent to which Work-Study graduating seniors' current occupational and educational plans would predict what they would actually be doing after their graduation.
3. To provide the Work-Study High School staff and the evaluator information upon which they could make decisions concerning the guidance and work aspects of the program, each senior was individually asked to tell the evaluator what his plans were for the year following his graduation. Once a primary choice was given, each senior was asked what his second choice would be if something were to interfere with the attainment of his first choice.

The data were summarized for each division and for the total school. Plans were grouped into the following major categories: Work; apprentice training; military training; other non-college training; two-year college training; four-year college training; and miscellaneous.

Each category was subdivided to indicate whether or not the planned work or training was related or unrelated to the students' shop areas at Work-Study High School.

Those students who gave work as either their first or second choices listed 19 different job titles. Twenty-four different training programs were listed by those who expected to be involved in other than four-year college programs. Those planning to go to four-year colleges listed seven different majors. Table V summarizes the data.

TABLE V

FUTURE PLANS OF SENIORS

PLAN CATEGORIES	AUTOMOTIVE			BUSINESS			FOODS			TOTAL SCHOOL		
	1st Choice	2nd Choice	1st or 2nd Choice	1st Choice	2nd Choice	1st or 2nd Choice	1st Choice	2nd Choice	1st or 2nd Choice	1st Choice	2nd Choice	1st or 2nd Choice
Related Work	n=3 15%	n=1 5%	n=4 10%	n=8 33%	n=15 63%	n=23 48%	n=1 7%	n=3 21%	n=4 14%	n=12 22%	n=19 34%	n=31 27%
Unrelated Work	-	n=11 55%	n=11 28%	n=4 17%	-	n=4 8%	n=3 21%	n=4 29%	n=7 25%	n=7 12%	n=15 26%	n=22 19%
TOTAL WORK	n=3 15%	n=12 60%	n=15 38%	n=12 50%	n=15 63%	n=27 57%	n=4 28%	n=7 50%	n=11 39%	n=19 34%	n=34 60%	n=53 46%
Apprentice Training (unrelated)	-	n=1 5%	n=1 2%	-	-	-	n=1 7%	n=1 7%	n=2 7%	n-1 2%	n=2 5%	n=3 2%
Related Military Tng.	n=1 5%	-	n=1 2%	-	-	-	n=1 7%	n=1 7%	n=2 7%	n=2 3%	n=1 2%	n=3 2%
Unrelated Military Tng.	-	-	-	n=2 8%	n=1 4%	n=3 6%	n-1 7%	-	n=1 4%	n=3 5%	n=1 2%	n=4 3%
TOTAL MILITARY TRAINING	n=1 5%	-	n=1 2%	n=2 8%	n=1 4%	n=3 6%	n=2 15%	n=1 7%	n=3 11%	n=5 8%	n=2 3%	n=7 6%
Related Private Trade, Technical/Business School Training	n=9 45%	n=3 15%	n=12 30%	n=2 8%	-	n=2 4%	-	-	-	n=11 20%	n=3 5%	n=14 12%
Unrelated Private Trade, Technical/Business School Training	n=1 5%	n=2 10%	n=3 8%	n=1 5%	-	n=1 2%	n=3 21%	n=1 7%	n=4 14%	n=5 8%	n=3 5%	n=8 7%
TOTAL PRIVATE TRADE, TECHNICAL/BUSINESS SCHOOL TRAINING	n=10 50%	n=5 25%	n=15 38%	n=3 13%	-	n=3 6%	n=3 21%	n=1 7%	n=4 14%	n-16 28%	n=6 10%	n=22 19%
Related Two-year College Training	-	-	-	n=3 13%	n=3 13%	n=6 13%	-	n=1 7%	n=1 4%	n=3 5%	n=4 7%	n=7 6%
Unrelated Two-year College Training	-	-	-	n=2 8%	n=2 8%	n=4 8%	-	n=2 15%	n=2 7%	n=2 3%	n=4 7%	n=6 5%
TOTAL TWO-YEAR COLLEGE TRAINING	-	-	-	n=5 21%	n=5 21%	n=10 21%	-	n=3 22%	n=3 11%	n=5 8%	n=8 14%	n=13 11%
Related Four-year College Degree Program	-	-	-	-	-	-	-	-	-	-	-	-
Unrelated Four-year College Degree Program	n=6 30%	n=1 5%	n=7 18%	n=2 8%	-	n=2 4%	n=4 29%	n=1 7%	n=5 18%	n=12 21%	n=2 3%	n=14 12%
TOTAL FOUR-YEAR COLLEGE DEGREE PROGRAM	N=6 30%	n=1 5%	n=7 18%	n=2 8%	-	n=2 4%	n=4 29%	n=1 7%	n=5 18%	n=12 21%	n=2 3%	n=14 12%
Housewife	-	-	-	-	n=2 8%	n=2 4%	-	-	-	-	n=2 3%	n=2 2%
Professional Baseball Player	-	-	-	-	n=1 4%	n=1 2%	-	-	-	-	n=1 2%	n-1 1%
Hustler	-	n=1 5%	n=1 2%	-	-	-	-	-	-	-	n=1 2%	n=1 1%
N	20	20	40	24	24	48	14	14	28	58	58	116

The major conclusions based upon these data are that Work-Study High School students plan to remain in the St. Louis area after graduation, and that they would prefer to obtain more education rather than to find immediate employment.

There appears to be a need to provide more vocational and educational information to all Work-Study students. (This conclusion is based upon the relatively narrow range of training institutions and job titles mentioned).

Results of the Data Analysis: A Follow-Up Study Of Work-Study High School Graduates

On March 8, 1974 a follow-up study* of June, 1973 and January, 1974 graduates of Work-Study High School was begun. Each graduate was sent an envelope containing a letter that solicited the graduates' cooperation and a self-addressed, stamped post card upon which was printed the follow-up questionnaire. On the address side of the post card, space was provided for the student to make any comments that he wished to make. Cards were pre-coded by counselors with each graduate's identification number, the sex of the graduate, time of graduation, number of semesters that the student spent at Work-Study High School, whether or not the student was employed while at Work-Study High School, and a general rating of the student by his counselor.

Counselors contacted as many as possible of those students who either returned incomplete cards or failed to return cards. Some of the graduates visited their former school during the follow-up study period and completed the questionnaire while visiting.

A total of 25 of the 75 graduates completed the questionnaire. Counselors completed 44 additional questionnaires. Sixty-nine of 75 graduates (92%) contributed to the follow-up study. All graduates from January, 1974 were contacted.

Summary results of the follow-up study appear in Table VI.

Results of the Data Analysis: Evaluation Of The Work Components

A total of 130 Work-Study High School students were employed at some time during the 1973-74 school year. Twenty-eight distributive education students and 102 students from all other divisions comprised the working group. They were employed at 70 different job sites: Distributive Education students worked at 16 job sites; students from all other divisions worked at 59 job sites. The two work programs overlapped in their use of 5 employers.

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* Follow-up documents (including verbatum comments of graduates to their former counselors) can be found in the Appendix (pages 40-45).

TABLE VI

MARCH, 1974 FOLLOW-UP STUDY OF WORK STUDY HIGH SCHOOL GRADUATES

A Summary Table of Data Gathered on Sixty-nine (92%) of the
Seventy-five June, 1973 and January, 1974 Graduates

Sources of Data
Questionnaires
Completed by:
  Graduates - 25
  Counselors - 44

Sex of Graduates
Male - 39
Female - 30

Enrollment Periods
2 semesters - 11
3 semesters - 7
4 semesters - 48
No data - 3

Counselor Ratings of Graduates
Above average - 20 (29%)
Average - 40 (58%)
Below average - 5 (7%)
No rating - 4 (6%)

Employment While Attending WSHS
Employed - 46 (67%)
Not employed - 19 (27%)
No data - 4 (6%)

Relatedness of Past OR Current Employment to WSHS Training
Related - 43 (62%)
Not related - 10 (15%)
No data - 16 (23%)

Number of Different Jobs Since Graduation
0 - 10%   3 - 1.5%
1 - 39%   4 - 3%
2 - 22%   5 - 1.5%
No data - 23%

Value of WSHS Training

		Helped	No help	No Data
In securing job	-	56%	12%	32%
In keeping job	-	73%	1%	26%

Graduate Rating of WSHS Experience
Liked - 75%
Did not like - 0%
No data - 25%

Current Employment Data
(Employed includes Armed Forces)

Div. at WSHS		Employed	Not Employed	No Data
Auto	-	41%	27%	32%
Bus. Ed.	-	80%	20%	
Foods	-	50%	41%	9%
TOTAL	-	58%	29%	13%

Current Employment Categories for the 40 (58%) Employed
Private business or industry - 30 (75%)
Work-Study Prog.-School Emp. - 2 (5%)
Armed Forces - 3 (8%)
Job Corps - 1 (2.5%)
Public Agency - 1 (2.5%)
No employer data - 3 (7%)

Post WSHS College or Training Program
Military Training Program - 3 (10%)
Non-college Training Prog. - 9 (29%)
Two-year College - 12 (39%)
Four-year College - 7 (22%)
TOTAL - 31 (45% of Graduates)

Currently in College or Training Program
By Divisions at WSHS:
Auto - 11 (46%)
Bus. Ed. - 7 (28%)
Foods - 13 (59%)

Probable Relatedness of Current Employment or Training Program to WSHS Training

		Auto	Bus. Ed.	Foods
Current job	-	1	11	6
College or Training Program	-	3	3	2

Summary of Current Data for 69 WSHS Graduates

Working only - 23 (33%)
Armed Forces, College or Training Prog. - 14 (20%)
Working and studying - 17 (25%)
Not working or studying - 8 (12%)
(7 have had employment since graduation)
No data reported - 7 (10%)

Miscellaneous information regarding the 69 graduates:
11 (16%) are married
5 (7%) are probably in Armed Forces
7 (10%) have left the city
13 (19%) wrote personal comments (all complimentary) to their former counselors and two indicated a desire for additional help

Sixty-five percent of all student workers, were employed in jobs related to their training. In the Business Education Division 92% of the workers had related jobs; 88% of the Foods Service workers worked in related jobs; 75% of the Distributive Education workers' jobs were related to their training; and 18% of the young men from the Automotive Division's work group had jobs requiring them to use their automotive repair skills.

Figures III through IX and Tables VII through XI summarize data concerning the work program minus the distributive education component. (For work information regarding distributive education students, see Table XII A and B, Page 24.)

FIGURE III

EMPLOYMENT DATA FOR PARTICIPATING WORK-STUDY HIGH SCHOOL STUDENTS (DISTRIBUTIVE EDUCATION STUDENTS NOT INCLUDED)

	Automotive Division	Foods Division	Business Educ. Division	Total School
Number of Students Employed	40	24	38	102
Average Number of Hours Worked Per Day	4.7	6.1	4.0	-
Number of Students Who Worked In Jobs Related to Their Training	7	21	35	63

TABLE VII

NUMBERS OF STUDENTS WORKING BY MONTH

	Automotive Division	Foods Division	Business Educ. Division	Total School
September	17	8	20	45
October	24	12	27	63
November	29	13	28	70
December	27	12	28	67
January	29	11	29	69
February	26	8	24	58
March	23	5	27	55
April	21	5	27	53
May	21	5	28	54
June	20	8	29	57

TABLE VIII

NUMBERS OF STUDENTS WHO TERMINATED EMPLOYMENT BY REASON OF TERMINATION*

	Automotive Division	Foods Division	Business Educ. Division	Total School
Laid-Off**	16	1	5	22
Resigned	5	7	1	13
Fired	2	5	0	7
Graduated (January, 1974)	1	2	4	7
Transferred out of Work-Study High School	1	1	1	3
Withdrew from School	1	1	0	2
Hospitalized	1	0	0	1
			TOTAL TERMINATIONS	55

* Figures include eight students who later received other jobs.

** Figures include students who were laid-off because of the termination of the program which hired them.

TABLE IX

LENGTH OF TIME EMPLOYED AND RELATEDNESS DATA FOR TERMINATED STUDENTS

	Average number of days worked	Number of students having related jobs
Fired Workers	84	5 of 7 (71%)
Laid-Off Workers	52	9 of 16 (56%)
Workers who Resigned	41	4 of 13 (31%)

TABLE X

FIRED STUDENTS - REASONS

Reasons why students were fired	Number of students fired for that reason
Excessive absences	3
Exceeded three reprimands	2
Bad attitude	1
Credit card fraud	1
TOTAL	7

TABLE XI

RESIGNED STUDENTS - REASONS

Reasons why students resigned	Number of students resigning for that reason
Work conflicted with studies	4
Changed jobs	4
Work too difficult	1
Stopped working to obtain more training	1
No reason given	3
TOTAL	13

TABLE XII A AND B

SUMMARY OF WORK EXPERIENCE FOR STUDENTS ENROLLED IN THE DISTRIBUTION EDUCATION PROGRAM AT WORK-STUDY HIGH SCHOOL

A ENROLLMENT - WITHDRAWAL DATA	NO. OF STUDENTS	PERCENT
Students enrolled in Distributive Education	30	100%
Students transferred to other divisions within Work-Study High School	5	17%
Students transferred back to home high schools	4	13%
Total students transferring out of Distributive Education program	9	30%

B PLACEMENT DATA		
Students placed on related jobs	21	75%
Students placed on unrelated jobs	7	25%
Total number of students who worked	28	100%
Students fired	4 *	
Students who changed jobs	5 **	

* All four students were fired because of poor attendance on the job.

** Two students desired better paying jobs. Two students could not afford to pay required union dues. One student was working in a seasonal job and wanted more regular hours.

Employer ratings of Work-Study High School student-workers were collected quarterly by the Work-Coordinator. Each employer was asked to rate student-workers in six categories and an overall grade was assigned by the employers. Space was provided on the rating scales for employers to indicate if they had observed their student-workers to be weak in mathematics, English or spelling. Any behavioral changes observed in the student-workers by the employer could be reported as could any other comments that the employer cared to make.

Figures IV, V and VI are exact copies of the Employer Rating Scale (one scale for each of the first three quarters of the 1973-74 school year) and may be found on pages 46 - 48 of the Appendix. Each figure shows the number of ratings assigned by employers to levels within each category. Percents of ratings at each level within the categories are also shown. The numerals, in parentheses, at the bottom of each category column indicate the total number of ratings made by employers for that category. Numbers of employer comments and a general description of those comments are also reported.

An effort was made to determine whether or not employers tended to change, over period of time, their ratings of student workers. For those students who received ratings from the same person across time periods, one of three symbols was assigned to the rating differences for each subrating: The minus symbol (-) was used to indicate a rating change that was in the direction of less desirable behaviors; the zero symbol (0) was used to indicate that there was no change in the rating; the plus symbol (+) was used to indicate a rating change that was in the direction of more desirable behaviors.

Figures VII, VIII and IX (See Appendix, pages 49 - 51) indicate the number of changes per type of change for students rated over the stated periods of time by the same person.

The major conclusions regarding the work components center around the need for more cooperation among work coordinators throughout the St. Louis Public Schools. Also there is some question as to the need for counselors as well as work coordinators to conduct job visitations with their students. The forms used to collect ratings by employers really do not provide any useful information and no real changes in ratings occurred between rating periods. Better screening procedures are needed for students entering work programs so that the number of students withdrawing from the programs can be reduced.

Results of the Data Analysis: Pre-Post Administrations Of The Career Maturity Inventory

The Career Maturity Inventory (CMI) was administered to 139 Work-Study High School students in January 1974. It was readministered in May. Of those 139 students who took the January administration of the inventory, 81 were present in May for the post-test.

The major purpose of the measure was to determine the effects of the Work-Study High School program on the career related skills and attitudes of its students.

As was mentioned earlier in this report, 20 of the 27 interviewed students who had taken the CMI thought that it was a useful tool and that it should be administered annually as a measure of growth. These facts are re-stated here to illustrate that this evaluation tool was of benefit to the pupils whose program was being evaluated.

The CMI is composed of six subtests:

1. Knowing Yourself - The 20 items of this subtest first describe a fictitious person and then ask the examinee to make judgements about optional career decisions that the person might make.

2. Knowing About Jobs - The 20 subtest items describe the duties of a fictitious worker and ask the examinee to recognize the title of his/her job.

3. Choosing A Job - (20 items) A fictitious young person is described and examinees are asked to recognize which occupation would be best for him.

4. Looking Ahead - Twenty people are identified as having sets of career goals and examinees are asked to order the steps through which those people would have to go in order to reach their goals.

5. What Should They Do? - Problems that 20 people are having in reaching career goals are developed and examinees are asked to choose the best solution for each problem.

6. Attitude Scale - A true or false format is used for 50 attitudinal statements regarding career development.

Items used within the subtests are keyed to current vocational development theories and no norms exist for the measure.

After the initial administration of the instrument, results were reported to counselors and administrators. A table including means and standard deviations for each grade within and across divisions and for the entire school was prepared and distributed. Included also, were frequency distributions, item analyses, two copies of individual student profiles and suggestions for improving scores.

Based upon the results of the January administration, three studies were conducted. First, a comparison was made between the subtest scores for student-workers and non-workers. Of the 139 students who took the instrument in January, 43 were workers. Their scores were compared with the scores of 43 other students selected at random from the list of remaining examinees (non-workers). No significant differences between the means of the two groups was found. Second, a correlation between the work experience grades received by student workers and their attitude test scores was computed. No relationship was found.

The post administration of the CMI occured in May 1974. Eighty-one students comprised the post sample. Results were reported by the scoring service in a form that was in some ways different from the results of the first administration: results by division were not broken-down by grade levels, and, the item numbers for the attitude scale were incorrectly placed. Two outcomes result from these scoring problems:

1. Pre-post comparisons are made by division and by the entire school;—but not by grade levels.

2. Conclusions based upon the attitude scale results must be tentative (based on the possibility that the scores are incorrect).

Scores on the post administration were paired with scores on pre administration and t-tests of the differences were calculated in order to determine whether or not students had improved in their career related attitudes and skills. Summary information can be found in Table XIII (page 28).

So that more precise diagnostic information could be obtained, a summary of the numbers of items missed by 50% or more of all students on each of the six subtests for both administrations was prepared and reported in Tables XIV and XV (actual items appear on pages 52 - 54 of the Appendix).

It was determined that gains were made by Work-Study students across all subtests; but, that certain items were consistantly missed across all divisions within the school. A complete discussion of the results of these test administrations appears on pages 33-34 of this report.

A general conclusion is that Work-Study High School students improved in their work related skills and attitudes as measured by the CMI. Efforts on the part of counselors to help students improve their scores have been successful to some extent. The area in need of most improvement continues to be problem-solving skills of the type measured by the What Should They Do subscale.

CONCLUSIONS

Concerning The General Program . . .

Based upon a thorough study of the data generated by this evaluation, several sets of conclusions were drawn.

A. Work-Study High School buildings are kept attractive and clean. Vandalism is virtually non-existent. Art work created by the reading aide is extra-ordinarily beautiful and appropriate.

B. An effort is being made to expand the curriculum at Work-Study High School.

C. The enrollment at Work-Study High School was well below capacity during the 1973-74 school year because of budgetary problems within the school district.

TABLE XIII

CAREER MATURITY INVENTORY
PRE-POST MEAN DIFFERENCES AND THEIR SIGNIFICANCE LEVELS FOR WORK STUDY HIGH SCHOOL STUDENTS

June, 1974

X = Pre
Y = Post
D = X-Y

	KNOWING YOURSELF								KNOWING ABOUT JOBS								CHOOSING A JOB							
	$\overline{X}$	σ_X	$\overline{Y}$	σ_Y	$\overline{D}$	S_D	t	S	$\overline{X}$	σ_X	$\overline{Y}$	σ_Y	$\overline{D}$	S_D	t	S	$\overline{X}$	σ_X	$\overline{Y}$	σ_Y	$\overline{D}$	S_D	t	S
AUTO	11.0	3.70	12.3	4.02	-1.32	3.70	-1.78	n=25 0.10	12.8	4.28	14.6	4.43	-1.76	3.77	-2.34	n=25 0.05	11.1	2.67	12.0	2.72	-.91	2.55	-1.76	n=24 0.10
BUSINESS	11.8	3.57	13.0	3.95	-1.18	4.69	-1.46	n=34 N.S.	14.1	3.08	16.7	2.37	-2.59	3.49	-4.32	n=34 0.01	11.5	2.72	13.9	3.33	-2.44	3.71	-3.83	n=34 0.01
FOODS	13.0	3.09	13.6	3.69	- .55	4.09	- .63	n=22 N.S.	13.3	3.51	14.1	3.69	- .76	3.74	- .93	n=21 N.S.	10.8	3.16	14.2	3.41	-3.85	3.85	-4.01	n=20 0.01
TOTAL SCHOOL	11.9	3.54	12.9	3.88	-1.05	4.21	-2.25	N=81 0.05	13.5	3.60	15.4	3.63	-1.85	3.67	-4.50	N=80 0.01	11.2	2.80	13.4	3.28	-2.23	3.53	-5.58	N=78 0.01

	LOOKING AHEAD								WHAT SHOULD THEY DO								ATTITUDE SCALE							
	$\overline{X}$	σ_X	$\overline{Y}$	σ_Y	$\overline{D}$	S_D	t	S	$\overline{X}$	σ_X	$\overline{Y}$	σ_Y	$\overline{D}$	S_D	t	S	$\overline{X}$	σ_X	$\overline{Y}$	σ_Y	$\overline{D}$	S_D	t	S
AUTO	11.7	3.64	11.9	4.19	- .21	4.01	- .25	n=24 N.S.	7.7	3.42	9.6	3.38	-1.86	2.81	-3.02	n=21 0.01	31.0	5.68	34.4	5.44	-3.33	5.41	-3.01	n=24 0.01
BUSINESS	12.3	3.38	11.2	4.10	1.09	3.48	1.80	n=33 0.10	8.5	2.67	9.2	3.64	- .76	3.21	-1.36	n=33 N.S.	33.7	5.79	39.4	3.66	-5.68	6.14	-5.39	n=34 0.01
FOODS	12.0	2.79	13.7	3.34	-1.70	2.89	-2.63	n=20 0.02	9.1	2.91	9.9	2.94	- .80	2.53	-1.42	n=20 N.S.	33.7	5.07	38.0	5.36	-4.27	5.23	-3.83	n=22 0.01
TOTAL SCHOOL	12.0	3.29	12.1	4.03	- .04	3.65	- .09	N=77 N.S.	8.4	2.97	9.5	3.36	-1.08	2.93	-3.17	N=74 0.01	32.9	5.63	37.5	5.14	-4.59	5.71	-7.19	N=80 0.01

TABLE XIV

NUMBERS OF CMI SUBSCALE ITEMS MISSED

Subtests	Number of Items Missed By 50% or More of the Students (January, 1974)	Number of Items Missed By 50% or More of the Students (May, 1974)
Knowing Yourself	2	1
Knowing About Jobs	2	0
Choosing A Job	6	2
Looking Ahead	4	0
What Should They Do	10	10
Attitude Scale	6	3

TABLE XV

CMI ITEMS MISSED

Subtests	Items Missed * By 50% or More of All Students (January, 1974)	Items Missed * By 50% or More of All Students (May. 1974)
Knowing Yourself	12, 17	17
Knowing About Jobs	2, 38	
Choosing A Job	42, 44, 46, 47, 52, 60	44, 60
Looking Ahead	61, 66, 72, 76	
What Should They Do	81, 83, 84, 85, 86, 88, 89, 93, 94, 95	81, 84, 85, 86, 88, 89, 91, 93, 94, 95
Attitude Scale	12, 17, 18, 26, 35, 39	9, 13, 35

* See Appendix pages 52 - 54 for the actual items which correspond to the item numbers appearing under both columns within this table.

D. *Work-Study High School students score well below state-wide norms on verbal and numerical ability measures.*

E. *The criteria to be used by regular school counselors in selecting candidates for Work-Study High School are general in nature.*

F. *The most frequently mentioned reason why students chose to attend Work-Study High School was to get a saleable job skill. The second most frequently mentioned reason was to get away from some trouble that they were having at their home high school.*

G. *Work-Study High School was effective in preventing many of its students from dropping out of school.*

H. *Work-Study High School students receive career information that is, to a large extent, related to careers within their shop area.*

I. *Work-Study High School students earn higher grade-point-averages and more credits than they did at their regular high schools.*

J. *Work-Study High School students are absent about as frequently as they were at their regular high schools.*

K. *Work-Study High School students are tardy more frequently than they were at their regular high schools.*

Conclusions Concerning the Post-High School Plans of Work-Study Seniors

A. *A minority of students from each division listed related work as their first choice for post high school activity.*

B. *Sixty-six percent of the seniors interviewed indicated that their first choice for post high school activity included further education.*

C. *Nearly twice as many students listed work as their second choice than listed it as their first choice.*

D. *Sixty percent of the students planned to work if their first choice could not be realized.*

E. *A higher percentage of Business Education seniors gave work as their first choice than did either Automotive or Food Service students.*

F. *A higher percentage of Business Education students listed related work as a goal than did either Automotive or Foods Service students.*

G. *A higher percentage of Automotive students planned to attend Private Trade, Technical or Business Schools than did either Business Education or Foods Service students. No Automotive senior indicated that he planned to attend a two-year college program; however, 7 stated that they might attend a four-year college.*

H. *More Business Education seniors, who planned to continue their education, indicated that they would enter a two-year college training program than any other type of educational institution.*

I. *Students from the Foods Service Division indicated the most evenly balanced distribution of post high school plans.*

Conclusions Concerning the Follow-up Study

A. *The Work-Study High School counselors are to be commended for their persistance and skill in obtaining information on 92% of their graduates.*

B. *The vast majority of Work-Study High School graduates remain in the greater St. Louis area as both workers and students.*

C. *The Work-Study High School Program has made its graduates aware of local job and educational opportunities and has helped them to obtain and maintain jobs.*

D. *A very substantial percentage of Work-Study High School graduates say that they liked their experiences at the school.*

E. *Work-Study High School has been instrumental in keeping its former students in school and in helping them graduate.*

F. *Nearly one-half of the Work-Study High School graduates sought further education after high school.*

G. *Over one-half of the Work-Study High School graduates were employed.*

H. *More Business Education graduates were employed in jobs related to their training than were Foods Service or Automotive graduates, and more Foods Service graduates were employed in related jobs than were Automotive graduates.*

I. *Work-Study High School training helped its students to find jobs after they graduated.*

J. *Many students kept their Work-Study jobs after they graduated. Those who did not keep their jobs knew how to go about finding other jobs.*

Conclusions Concerning the Work Program

A. *Work-Study High School attempts to place students in jobs related to their training.*

B. *Students who work in the Foods Service Division's Tea Room and in the repair shops of the Automotive Division often are required to perform as would a worker in private business.*

C. The two work coordinators work separate from each other and communication between them is limited.

D. While job relatedness does not seem to be a factor in accounting for reasons why work-study students were fired or laid-off, it may have been a factor in those who resigned. Five of 7 fired students (71%) were working in related jobs; 9 of 16 laid-off students (56%) had related jobs; but, only 4 of 13 students who resigned (31%) were employed in jobs related to their training. Students who resigned their jobs worked an average of 41 days. Students who were fired worked an average of 84 days.

E. Several factors should be taken into consideration when interpreting differences among the numbers of students from different divisions employed in related jobs, namely:

   1. The employment of students from the Automotive Division in related jobs was made difficult due to shortages of gasoline and the subsequent curtailment of hours during which service stations were open.

   2. Students are required to prepare and serve food to the public in the Tea Room, and they receive no wages. Other students provide automotive and small engine repair services to the public. Again they are not paid but are under most of the pressures of real work situations. Neither group is represented in the work experience data.

   3. The general economic situation has resulted in higher unemployment figures nationally and locally. Therefore, there have been more people competing for fewer jobs.

   4. If job relatedness were a requirement for student workers, approximately 35% of those students who were employed during the 1973-74 school year would not have worked. The effects that might have accrued from their not working are not known. However, it might reasonably be expected that many of those students would not have successfully completed their school year.

F. Employee rating sheets do not discriminate well. They are not summative and they provide little in the way of objective evaluation of employees.

Conclusions Concerning the Career Maturity Inventory

A. Of those interviewed students who took the Career Maturity Inventory, 59% received printed copies of their scores and had talked with counselors about their scores.

B. The Career Maturity Inventory is seen as a useful informational tool by Work-Study High School students.

C. Although not all CMI subscale gains made were statistically significant, students' performance was improved in all but one case: the Business Education students showed a negative gain on the Looking Ahead subtest.

D. Across all divisions, the most dramatic improvement occured on Attitude Scale scores. All gains made were significant at the .01 level.

E. Within the Automotive Division, students showed gains significant at the .01 level on the Attitude Scale and the What Should They Do subscale. They showed a gain significant at the .05 level on the Knowing About Jobs subscale.

F. Business Education students demonstrated improved scores on the following subscales: Knowing About Jobs, and the Attitude Scale. (All gains significant at the .01 level.)

G. Significant gains (.01 level) were made by Foods Service students on Choosing A Job and the Attitude Scale. On Looking Ahead they had improved scores significant at the .02 level.

H. When the data were examined across all divisions, it was found that gains significant at the .01 level were made on Knowing About Jobs, Choosing A Job, What Should They Do, and the Attitude Scale. Gains significant at the .05 level were made on the Knowing Yourself subscale. Any gains not significant at or beyond the .05 level were, in the evaluator's opinion, not to be considered as important because of the large number of students involved.

I. For all subscales except the Attitude Scale, an increase in variability accompanied an increase in mean values. This, coupled with the fact that, at the time that students were interviewed, 11 of 27 students who took the test had not met with their counselors to discuss test results, leads the evaluator to speculate that those students who received counselor input were the ones who improved their scores while, those who did not receive counselor imput scored about the same as they did before. This hypothesis cannot be tested at the time of this writing; but, is worthy of examination when counselors resume their duties for the 1974-75 school year.

J. The subtest upon which the most wrong responses were made was What Should They Do. Items in which the key answer was to seek the advice of the counselors; teachers; or someone else outside of one's family, who might be in a capacity to help one with his career, tended to be answered incorrectly. Students tended to be unrealistically altruistic in their responses to some items. Other items tended to be answered in ways that demonstrated student pessimism about the future of their careers. Speculation as to why unrealistic altruistic responses should be coupled with unrealistic pessimism regarding the future would be wasted effort at this time. Counselors may wish to refer to those frequently missed items on the What Should They Do subtest and discuss the alternative responses with students during group guidance sessions.

RECOMMENDATIONS

Based upon the preceeding conclusions certain recommendations are presented to decision makers for their consideration. Some recommendations are adoptable immediately without extensive preparation or cost to the program while others are of greater scope and would require changes in procedures throughout the St. Louis Public Schools.

It is hoped that each recommendation will be considered in light of the evidence supporting it and responded to by appropriate decision makers.

1. Employee rating sheets in use during the 1973-74 school year should be revised to provide more objective information to counselors, work coordinators, students, and others. The same rating sheet used by the school work coordinator should be applicable to the distributive education coordinator. The rating sheets now in use do not discriminate among students and provide only subjective information that is largely inappropriate for purposes of evaluation.

2. The effects of using counselors to make on-the-job visits with their students should be determined by the 1974-75 evaluation.

3. Wherever possible, when students are hired into unrelated jobs, those students should be invited to visit the job site; observe the work situation; and decide whether or not they are suited for the work, prior to accepting the position. In addition, it is recommended that students hired into new jobs should be required to make a written commitment to remain in that job for a predetermined period of time.

4. Efforts to find related jobs for students should continue. However, it is also recommended that, when economic trends make it impossible to place great numbers of students from a given division in related jobs, efforts to find unrelated jobs for those students should be intensified.

5. Priority criteria for placement of students on jobs should be developed. Factors such as student need, willingness to work, and the requirements of employers should be considered in establishing criteria.

6. The Work Coordinator and the Distributive Education Coordinator should develop ways of cooperating so that they can share information, leads, techniques, purposes, etc. They should establish goals and objectives jointly and determine together how they should meet their objectives. Evaluation of their efforts should be a part of their plans. The development of evaluation instruments that are reliable, valid, and useful should be a product of their joint efforts. Some of the areas in need of evaluation are: Employer and student perceptions of the procedures used by work coordinators; employer and student perceptions of the role of the counselors in the work components; parent perceptions of the work components. (In addition to employer, student and parent assessment of the Work-Study High School work program, it is recommended (see recommendations 8 and 23)that a careful and complete examination of informational, placement, and follow-up procedures used system-wide, be carried out.)

7. Alternative methods of developing job slots for students in work programs throughout the St.Louis Public Schools should be explored. Presently work coordinators, teachers, counselors, and others are often in competition with each other in the development of jobs for their students. Several work coordinators might speak with the same employer about a limited number of jobs for a large number of students. This approach results in duplicated effort, inefficiency, competition within the school system, and perhaps comfusion and resentment among employers.

An alternative approach might be one in which the Director of Work-Study Programs, the Director of Vocation-Technical-Adult Education, and the Director of Special Education would serve as a committee which would supervise the activities of its staff. All work coordinators would develop jobs for student workers throughout the school system. Each work coordinator would work with an assigned set of employers and develop jobs related to employer needs. Thus, a large job pool would be created and through the supervision of the directors, jobs could be distributed to the students in the various programs according to criteria which the directors would determine. Work coordinators would also be able to maintain contact with the students in their individual programs through on-the-job supervision and contact within the schools. A system such as one briefly outlined above would offer the following advantages:

a. A more efficient use of the work coordinators' time.

b. An opportunity for work coordinators to share information, techniques, and problem solving skills.

c. A cooperative rather than competitive approach to a system-wide problem.

d. An opportunity to focus on the needs of employers as well as the needs of students in work programs.

e. *An opportunity to place on jobs more students than are currently working.*

f. *A way of supervising work coordinators and programs according to system-wide objectives rather than special program objectives.*

g. *An opportunity to experiment with a wide variety of approaches designed to solve special problems.*

8. *An effort to exhaust the opportunities for the employment of student-workers within the school system should be made. In certain divisions where seasonal work loads make the hiring of temporary help necessary, students might be hired. Clerical and other routine duties that would lend themselves to part-time attention might provide employment for some students for several hours each week. If budgetary provisions are made for the hiring of counselor aides, library aides, nurses aides or similar workers, consideration should be given to students in work programs.*

9. *Work-Study High School students should be given more formal instruction in the general area of career guidance than they have been given in the past. Credit toward graduation should be granted for that instruction. In addition to broad topics such as choosing a career, how to locate occupational information, how to find a job, etc., a wide range of occupational and educational information should be available on campus for use by counselors and students. Initially, it is suggested that several commercially available information systems should be examined on trial until such time as students, counselors, and teachers evaluate the relative value of each system and make the decision to purchase those systems that seem most worthwhile.*

10. *The possibility of using the Computerized Vocational Information System (CVIS) program on a trial basis should be explored.*

11. *Short-term mini courses should be developed so that first-year Work-Study High School students can spend some of their time becoming acquainted with the divisions, within the school, other than their own.*

12. *As soon as funds become available, enrollment at Work-Study High School should be returned to, and maintained at capacity. However, as enrollment increases, provisions to further individualize instruction should be made.*

13. *Efforts to provide remedial reading and arithmetic instruction within the framework of career-related academic courses should continue. Teachers should continue to increase their skills in remediation and should be encouraged to experiment with a wide variety of instructional approaches: Such experimentation should be accompanied by evaluation based upon specific, measurable objectives.*

14. *Further efforts should be made to expand the Work-Study High School format both on campus and throughout the St.Louis Public Schools.*

15. *An effort should be made to decrease the number of times that students at Work-Study High School arrive tardy to school. During the second semester of the 1973-74 school year, first-year Work-Study students were tardy to school an average of more than six more times than they were during the second semester of the previous year. Some degree of contingency management seems to the evaluator to be appropriate for dealing with this problem.*

16. *Working students should continue to meet in guidance groups in order to discuss their reactions to jobs, their emerging career plans, etc. In addition, they have an ongoing need for more information about educational and vocational opportunities.*

17. *All students should be exposed to a broader range of educational and vocational opportunities both locally and beyond.*

18. *Specific criteria for the selection of student candidates for Work-Study High School should be prepared and disseminated to all persons involved in the selection process.*

19. *The Reading Aide at Work-Study High School should receive additional compensation in a form that will help him remain at the school. One suggestion is that he might be hired to provide inservice training for teachers on media preparation. Also his services should be advertized throughout other divisions so that his talents could be used more widely.*

20. *Alternative methods of recruitment of students to the various alternative secondary school programs should be explored. Presently, a wide variety of somewhat similar alternative programs exist (i.e. vocational-technical education, distributive education, work-study programs, office co-op, special education). Each recruits its own students according to its own procedures. A suggested alternative would be that all of the work related programs should be presented to students as a set. Initial exposure could be given in the eighth grade.*

21. *Instruction in basic motorcycle mechanics should be made a part of the content of the small engine repair component. Motorcycle sales and service has become a large part of the national economy. Potential jobs in motorcycle repair shops should be surveyed, and, if a local need for repairmen is determined, the program should be*

expanded immediately.

22. Whenever a test is administered to students, an effort should be made to report, as soon as possible, the results of that test to all students who have taken it.

23. The Career Maturity Inventory or an instrument much like it, should be a part of each student's guidance experience at Work-Study High School. Items frequently missed should be discussed in guidance groups and, in general, the results should be used to guide students toward mature decisions regarding their post high school plans.

24. Specific, measureable goals and objectives should be developed within each component, and for Work-Study High School as a whole. Those goals and objectives should be developed by Work-Study High School Staff members and evaluation should evolve accordingly. As new programs are implemented, provisions should be made in advance to provide, not only summative information, but developmental feedback as well.

APPENDIX

March 8, 1974

Dear Former Student:

We sometimes find it difficult to keep in touch with all of our alumni; however, that does not mean that we have forgotten you. We sincerely hope that you have been successful in your endeavors since leaving the Work-Study High School. Make no mistake about it, we're interested in where you are, how you are, and what you're doing.

You, of course, can help provide us with this information if you will fill out the enclosed post card and return it to us.

The information requested on the card will go a long way toward enabling us to keep in touch with you, and at the same time provide us with data that will help us here at Work-Study High School to continue to meet the needs of our students.

Let us hear from you more often. We still care.

Sincerely,

Counselor

FOLLOW-UP STUDY

Personal Comments To Former Counselors

The following comments were written on the follow-up cards by the responding students (comments are reproduced exactly as written - only identifying words have been deleted):

1. *It's not very easy trying to stay in school and make passing grades, but I'm going to give it all I've got. You know if I had spent my senior year at (name of school) I might not be were I am know, will be over to see you.*

2. *I will be continuing to go to (name of college) for the next two years.*

3. *Thank you for all the help that I received and I miss you all.*

4. *How are you doing. I'm fine as far as my health, but school is giving me a problem. I don't have good study habbits. I want to get a leave from school for at least a year to get myself straight. I want to get myself a job, because I want a lot of things out of life. I want to stay in school, but I'm not working up to my potentials. (Name of counselor), would you write me back, and give me some advice.*

5. *How are you all. I am doing fine. My experience at WSHS has really helped me. All the training that I had was an aide to my getting to job. Thanks to all of you.*

6. *When you have WSHS Alumni Day I would like to come.*

7. *I enjoyed going to WSHS. And it really did help me get different jobs since I graduated. Tell (name of teacher) I said hello.*

8. *I enjoyed my two year stay at WSHS even though I encountered a little difficulty now and then. The training I had at (name of business) enabled me to contienue my training and strengthen my skills in the (name of armed service branch). Thanks for inquiring.*

9. *It's nice to hear from you. Will be glad to stop in and see all the other teachers who help me graduate and go on into a different field or two.*

10. *Tell everyone hello. I really enjoyed WSHS and the experience has proved to be very valuable.*

11. *I would like to go to school to be a medical secreatary or an assistant and I would like for you to help me in trying to get a grant.*

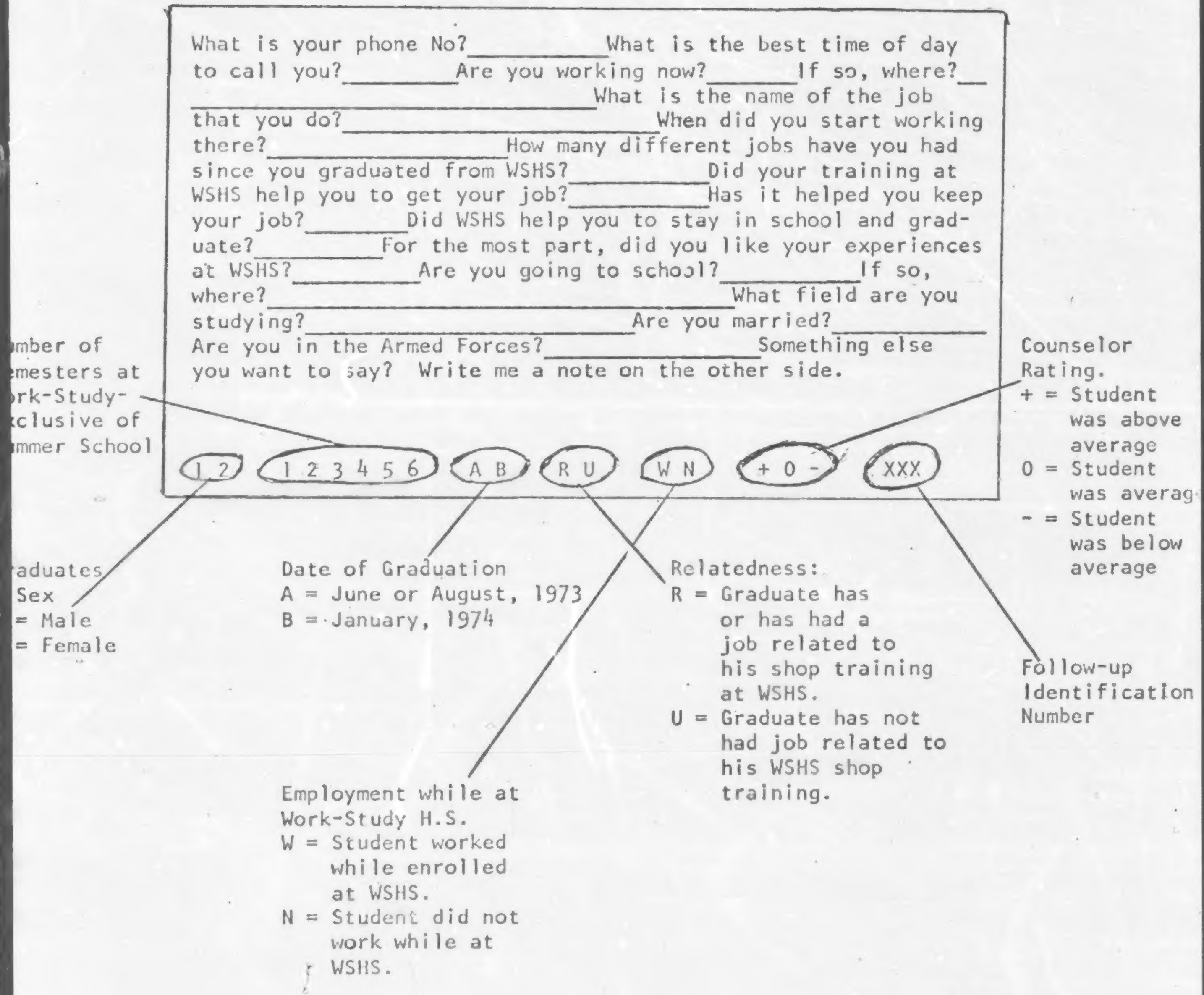
12. *I was going into the (name of armed service branch) but I fell math part of the test. The test we took at WSHS. I past that test. But it was any good afte jan 4. So I had to be retest over. So I was going to go to school for it but (name of armed service branch) ran out of money for the school.*

12. (cont'd)
(Name of employer) of (name of instition) is going to give me full time so I can run the dining room. P.S. I miss (name of teacher) and you (name of counselor).

13. I enjoyed the teachers and staff at Work-Study High and was very happy to be a part of it.

FOLLOW-UP FORM

CODE EXPLANATION



What is your phone No?__________What is the best time of day to call you?________Are you working now?_______If so, where?__ ______________________________What is the name of the job that you do?________________________When did you start working there?_________________How many different jobs have you had since you graduated from WSHS?__________Did your training at WSHS help you to get your job?__________Has it helped you keep your job?_______Did WSHS help you to stay in school and graduate?_________For the most part, did you like your experiences at WSHS?_________Are you going to school?__________If so, where?___________________________________What field are you studying?________________________Are you married?_________ Are you in the Armed Forces?________________Something else you want to say? Write me a note on the other side.

1 2   1 2 3 4 5 6   A B   R U   W N   + 0 -   XXX

mber of
emesters at
rk-Study-
xclusive of
mmer School

aduates
Sex
= Male
= Female

Date of Graduation
A = June or August, 1973
B = January, 1974

Relatedness:
R = Graduate has or has had a job related to his shop training at WSHS.
U = Graduate has not had job related to his WSHS shop training.

Counselor Rating.
+ = Student was above average
0 = Student was averag
- = Student was below average

Follow-up Identification Number

Employment while at Work-Study H.S.
W = Student worked while enrolled at WSHS.
N = Student did not work while at WSHS.

SAINT LOUIS PUBLIC SCHOOLS

DIVISION OF EVALUATION

February 27, 1974

To: Work-Study High School Counselors

From: Gary House, Evaluator

Subject: Instructions For Completing Follow-Up Post Cards

The post cards that you receive will be coded as to time of graduation, the sex of the graduate, and his follow-up identification number.

After you receive the cards, please:

1. Use the list provided you to record receipt of the card.
2. Circle the number (in the number of semesters at Work-Study section) that corresponds to the total number of semesters, or parts of semesters, that he spent at Work-Study High School. Do not count summer school.
3. In the relatedness section, circle "r" if his present job, or any job that know he has had, was related to his Work-Study shop training; circle "u" if he has had no related jobs.
4. In the employment while at Work-Study section, circle "w" if the graduate was employed while at Work-Study, circle "n" if he was not employed while he was a student at Work-Study.
5. In the counselor rating section, circle "+" if, in your opinion, the graduate was an above average student at Work-Study High School. Circle "o" if he was an average student. Circle "-" if he was a below average student. This should be an overall rating. Consider both academic performance and citizenship.
6. Read graduate's answers and determine whether or not he has answered all items that he possibly could.
7. Fill in gaps by telephoning or other legitimate method.

1517 S. THERESA AVENUE ○ ST. LOUIS, MISSOURI 63104 ○ AREA CODE 314 865-4550

8. If a graduate has not returned his card by March 22, 1974, please make an effort to contact him and get the information either from him or from someone who knows him. In such cases, please complete all of the data on the bottom line of the cards.
9. Use the list provided you to record completion of the cards.
10. Cards will be collected no later than April 5, 1974.

GH:jo

FIGURE IV

EMPLOYER RATINGS OF WORK-STUDY HIGH SCHOOL STUDENT-EMPLOYEES (OCTOBER, 1973)

Student's Name ______________________________ Work Station ____________________

Job Title ____________________ Salary __________ Dates Covered By Report __________ to __________

Directions: Please place a check mark in front of the one description which most closely describes the worker.

RESPONSIBILITY, DEPENDABILITY, RELIABILITY

2-4% Careless, needs constant supervision.
17-35% Generally reliable, must be prompted some.
22-46% Reliable & Punctual, assumes obligations.
7-15% Stimulated by responsibility.
(48)

PERFORMANCE OF ROUTINE DUTIES (Attention)

0-0% Highly distractible.
1-2% Finds it very hard to complete any job.
36-80% Gives normal attention to things.
8-18% Becomes extremely absorbed in work.
(45)

COOPERATION (Compliance)

0-0% Openly hostile to authority.
2-4% Inclined to be critical of authority.
15-33% Usually accepts authority.
28-63% Shows respect for opinions of authority.
(45)

INTEREST

0-0% Extreme lack of industry.
0-0% Lazy. Does some work.
19-42% Does required work only.
18-40% Steady worker. May do extra work.
8-18% Industrious. Usually does extra work.
(45)

ABILITY TO WORK WITH OTHERS (Social Acceptance)

0-0% Rejected by all.
0-0% Rejected by most.
6-14% Varies with conditions.
17-38% Liked by most.
21-48% Well liked by all.
(44)

PERSONAL APPEARANCE

1-2% Poorly groomed.
3-7% Well groomed but inappropriately dressed.
25-54% Reasonably well groomed and appropriately dressed.
17-37% Well groomed and appropriately dressed.
(46)

OVERALL GRADE

A - Excellent	7-15%
B - Good	23-51%
C - Average	12-27%
D - Poor	3-7%
F - Fired	0-0%
	(45)

DO YOU BELIEVE THIS STUDENT TO BE WEAK IN MATH __1__ ENGLISH __1__ SPELLING __2__ ?
(Filing was mentioned by one employer as a weakness of his employee.)

HAVE YOU OBSERVED ANY CHANGES IN THIS STUDENT SINCE HE HAS BEEN IN YOUR EMPLOY? If so, please explain briefly. (Nine favorable and five unfavorable changes were noted.)

COMMENTS: (Fifteen positive and five negative comments were made.)

Reported by ______________________________ Date ____________________

Thank you for your cooperation.

FIGURE V

EMPLOYER RATINGS OF WORK-STUDY HIGH SCHOOL STUDENT-EMPLOYEES (JANUARY, 1974)

Student's Name____________________ Work Station____________________

Job Title____________________ Salary__________ Dates Covered By Report__________ to__________

Directions: Please place a check mark in front of the one description which most closely describes the worker.

RESPONSIBILITY, DEPENDABILITY, RELIABILITY

3-5% Careless, needs constant Supervision.
22-35% Generally reliable, must be prompted some.
31-50% Reliable & Punctual, assumes obligations.
6-10% Stimulated by responsibility.
(62)

PERFORMANCE OF ROUTINE DUTIES (Attention)

1-2% Highly distractible.
2-3% Finds it very hard to complete any job.
44-73% Gives normal attention to things.
13-22% Becomes extremely absorbed in work.
(60)

COOPERATION (Compliance)

2-3% Openly hostile to authority.
2-3% Inclined to be critical of authority.
15-25% Usually accepts authority.
41-69% Shows respect for opinions of authority.
(60)

INTEREST

1-2% Extreme lack of industry.
2-3% Lazy. Does some work.
16-26% Does required work only.
26-43% Steady worker. May do extra work.
16-26% Industrious. Usually does extra work.
(61)

ABILITY TO WORK WITH OTHERS (Social Acceptance)

0-0% Rejected by all.
0-0% Rejected by most.
8-13% Varies with conditions.
22-37% Liked by most.
30-50% Well liked by all.
(60)

PERSONAL APPEARANCE

4-6% Poorly groomed.
2-3% Well groomed but inappropriately dressed.
26-43% Reasonably well groomed and appropriately dressed.
30-48% Well groomed and appropriately dressed.
(62)

OVERALL GRADE

A - Excellent 19-32%
B - Good 22-36%
C - Average 17-28%
D - Poor 1-2%
F - Fired 1-2%
(60)

DO YOU BELIEVE THIS STUDENT TO BE WEAK IN MATH 0 ENGLISH 1 SPELLING 2 ?
(One employer reported that his employee was weak in typing skills.)

HAVE YOU OBSERVED ANY CHANGES IN THIS STUDENT SINCE HE HAS BEEN IN YOUR EMPLOY?
If so, please explain briefly. (Sixteen favorable and four unfavorable changes were noted.)

COMMENTS: (Eighteen favorable and eight unfavorable comments were made.)

Reported by____________________ Date____________________

Thank you for your cooperation.

FIGURE VI

EMPLOYER RATINGS OF WORK-STUDY HIGH SCHOOL STUDENT-EMPLOYEES (MARCH, 1974)

Student's Name ________________ Work Station ________________

Job Title ____________ Salary ________ Dates Covered By Report ______ to ______

Directions: Please place a check mark in front of the one description which most closely describes the worker.

RESPONSIBILITY, DEPENDABILITY, RELIABILITY

2-5% Careless, needs constant supervision.
10-26% Generally reliable, must be prompted some.
24-61% Reliable & Punctual, assumes obligations.
3-8% Stimulated by responsibility.
(39)

PERFORMANCE OF ROUTINE DUTIES (Attention)

2-5% Highly distractible.
1-3% Finds it very hard to complete any job.
29-76% Gives normal attention to things.
6-16% Becomes extremely absorbed in work.
(38)

COOPERATION (Compliance)

1-3% Openly hostile to authority.
2-5% Inclined to be critical of authority.
9-23% Usually accepts authority.
27-69% Shows respect for opinions of authority.
(39)

INTEREST

0-0% Extreme lack of industry.
1-2% Lazy. Does some work.
10-26% Does required work only.
19-49% Steady worker. May do extra work.
9-23% Industrious. Usually does extra work.
(39)

ABILITY TO WORK WITH OTHERS (Social Acceptance)

0-0% Rejected by all.
0-0% Rejected by most.
6-15% Varies with conditions.
14-36% Liked by most.
19-49% Well liked by all.
(39)

PERSONAL APPEARANCE

2-5% Poorly groomed.
1-2% Well groomed but inappropriately dressed.
16-40% Reasonably well groomed and appropriately dressed.
21-53% Well groomed and appropriately dressed.
(40)

OVERALL GRADE

A - Excellent 16-40%
B - Good 13-32%
C - Average 6-15%
D - Poor 5-13%
F - Fired 0-0%
(40)

DO YOU BELIEVE THIS STUDENT TO BE WEAK IN MATH 1 ENGLISH 1 SPELLING 1 ?

HAVE YOU OBSERVED ANY CHANGES IN THIS STUDENT SINCE HE HAS BEEN IN YOUR EMPLOY?
If so, please explain briefly. (Seven favorable and four unfavorable changes were noted.)

COMMENTS: (Eleven favorable and five unfavorable comments were made.)

Reported by ________________ Date ____________

Thank you for your cooperation.

FIGURE VII

CHANGES IN THE DIRECTION OF RATINGS FOR TWENTY-THREE WORK-STUDY STUDENT-EMPLOYEES RATED BY THE SAME PERSON IN OCTOBER, 1973 AND JANUARY, 1974

RESPONSIBILITY, DEPENDABILITY, RELIABILITY

__ Careless, needs constant supervision. - 4
__ Generally reliable, must be prompted some.
0 12
__ Reliable & Punctual, assumes obligations.
__ Stimulated by responsibility. + 7

(23)

PERFORMANCE OF ROUTINE DUTIES (Attention)

__ Highly distractible. - 2
__ Finds it very hard to complete any job.
0 17
__ Gives normal attention to things.
__ Becomes extremely absorbed in work. + 3

(23)

COOPERATION (Compliance)

__ Openly hostile to authority. - 2
__ Inclined to be critical of authority.
0 16
__ Usually accepts authority.
__ Shows respect for opinions of authority. + 4

(23)

INTEREST

__ Extreme lack of industry. - 4
__ Lazy. Does some work.
__ Does required work only. 0 14
__ Steady worker. May do extra work.
__ Industrious. Usually does extra work. + 5

(23)

ABILITY TO WORK WITH OTHERS (Social Acceptance)

__ Rejected by all. - 0
__ Rejected by most.
__ Varies with conditions. 0 18
__ Liked by most.
__ Well liked by all. + 3

(23)

PERSONAL APPEARANCE

__ Poorly groomed. - 5
__ Well groomed but inappropriately dressed. 0 12
__ Reasonably well groomed and appropriately dressed. + 6
__ Well groomed and appropriately dressed.

(23)

OVERALL GRADE

___ A - Excellent - 0
___ B - Good
___ C - Average 0 14
___ D - Poor
___ F - Fired + 9

(23)

The minus symbol (-) indicates a rating change that was in the direction of less desirable attributes.
The zero symbol (0) indicates that there was no change in rating within the category.
The plus symbol (+) indicates a rating change that was in the direction of more desirable attributes.

FIGURE VIII

CHANGES IN THE DIRECTION OF RATINGS FOR THREE WORK-STUDY STUDENT-EMPLOYEES RATED BY THE SAME PERSON IN OCTOBER, 1973 AND MARCH, 1974

RESPONSIBILITY, DEPENDABILITY, RELIABILITY

___ Careless, needs constant supervision. - 1
___ Generally reliable, must be prompted some. 0 2
___ Reliable & Punctual, assumes obligations.
___ Stimulated by responsibility. + 0

(3)

PERFORMANCE OF ROUTINE DUTIES (Attention)

___ Highly distractible. - 0
___ Finds it very hard to complete any job. 0 3
___ Gives normal attention to things.
___ Becomes extremely absorbed in work. + 0

(3)

COOPERATION (Compliance)

___ Openly hostile to authority. - 2
___ Inclined to be critical of authority. 0 1
___ Usually accepts authority.
___ Shows respect for opinions of authority. + 0

(3)

INTEREST

___ Extreme lack of industry. - 1
___ Lazy. Does some work.
___ Does required work only. 0 0
___ Steady worker. May do extra work.
___ Industrious. Usually does extra work. + 2

(3)

ABILITY TO WORK WITH OTHERS (Social Acceptance)

___ Rejected by all. - 3
___ Rejected by most.
___ Varies with conditions. 0 0
___ Liked by most.
___ Well liked by all. + 0

(3)

PERSONAL APPEARANCE

___ Poorly groomed. - 1
___ Well groomed but inappropriately dressed. 0 2
___ Reasonably well groomed and appropriately dressed. + 0
___ Well groomed and appropriately dressed. (3)

OVERALL GRADE

___ A - Excellent - 1
___ B - Good
___ C - Average 0 2
___ D - Poor
___ F - Fired + 0

(3)

The minus symbol (-) indicates a rating change that was in the direction of less desirable attributes.
The zero symbol (0) indicates that there was no change in rating within the category.
The plus symbol (+) indicates a rating change that was in the direction of more desirable attributes.

FIGURE IX

CHANGES IN THE DIRECTION OF RATINGS FOR TWENTY-FOUR WORK-STUDY STUDENT-EMPLOYEES RATED BY THE SAME PERSON IN JANUARY AND MARCH, 1974

RESPONSIBILITY, DEPENDABILITY, RELIABILITY

__	Careless, needs constant supervision.	- 2
__	Generally reliable, must be prompted some.	0 19
__	Reliable & Punctual, assumes obligations.	
__	Stimulated by responsibility.	+ 3
		(24)

PERFORMANCE OF ROUTINE DUTIES (Attention)

__	Highly distractible.	- 5
__	Finds it very hard to complete any job.	0 16
__	Gives normal attention to things.	
__	Becomes extremely absorbed in work.	+ 3
		(24)

COOPERATION (Compliance)

__	Openly hostile in authority.	- 3
__	Inclined to be critical of authority.	0 18
__	Usually accepts authority.	
__	Shows respect for opinions of authority.	+ 3
		(24)

INTEREST

__	Extreme lack of industry.	- 4
__	Lazy. Does some work.	
__	Does required work only.	0 17
__	Steady worker. May do extra work.	
__	Industrious. Usually does extra work	+ 3
		(24)

ABILITY TO WORK WITH OTHERS (Social Acceptance)

__	Rejected by all.	- 2
__	Rejected by most.	
__	Varies with conditions.	0 21
__	Liked by most.	
__	Well liked by all.	+ 1
		(24)

PERSONAL APPEARANCE

__	Poorly groomed.	- 5
__	Well groomed but inappropriately dressed.	0 17
__	Reasonably well groomed and appropriately dressed.	+ 2
__	Well groomed and appropriately dressed.	
		(24)

OVERALL GRADE

___	A - Excellent	- 4
___	B - Good	
___	C - Average	0 14
___	D - Poor	
___	F - Fired	+ 6
		(24)

The minus symbol (-) indicates a rating change that was in the direction of less desirable attributes.
The zero symbol (0) indicates that there was no change in rating within the category.
The plus symbol (+) indicates a rating change that was in the direction of more desirable attributes.

CAREER MATURITY INVENTORY ITEMS MISSED BY 50% OR MORE OF ALL STUDENTS FOR PRE AND POST ADMINISTRATIONS

Subtest Heading: Knowing Yourself

Item Number 17: Ollie has enjoyed drawing pictures at home. He hangs them in his room and shows them to friends. His parents have praised his work, but he was disappointed that none of his drawings from the art class at school were chosen for an exhibit. His art teacher told him they were not as good as those of the other students.

What do you think?

A His art teacher is the best judge.
B He should get somebody else's opinion.
C His parents know him better than his art teacher.
D He likes to draw, so he's probably good at it too.
E don't know

Subtest Heading: Knowing About Jobs

Item Number: None

Subtest Heading: Choosing A Job

Item Number 44: Hans has been a fair student in high school, majoring in the shop course. He would like to enter a work-study course when he finishes school, but does not want to go to college. He thinks he can use his background in technical subjects, such as shop, math, and physics, to get a job operating some kind of machine. He would also like to work with people, and hopes he can use both interests in what he does.

Which one of the following occupations would be the best for him?

F telephone operator
G bank teller
H laboratory technician
J X-ray technician
K don't know

Item Number 60: Gratia has worked as a nurse's helper in the city hospital after school and on Saturdays for the past two years. She not only has needed the money, but also wanted to do something to help others. She comes from a large family in which she learned to get along with others. When she finishes high school, she will have enough saved to attend a junior college. She hopes to take courses there that will train her for a helping profession.

Which one of the following occupations would be the best for her?

F dental hygienist
G comparison shopper
H physician
J psychologist
K don't know

Subtest Heading: Looking Ahead

Item Number: None

Subtest Heading: What Should They Do?

Item Number 81: John wants to be an engineer and has the ability to be one. But, his grades are poor, and he thinks he may not get into college.

What should he do?

A Work harder and get better grades.
B Talk with his teachers or a counselor.
C Expect to get into college despite his grades, because he has the ability.
D Change his occupational choice to something else that doesn't require college.
E don't know

Item Number 84: Peter has good grades in school and wants to go to college. But, even with a scholarship, he would not have enough money to pay for college.

What should he do?

F Join the Army.
G Ask for a loan.
H Go to a college which costs less money.
J Work part time and go to college part time.
K don't know

Item Number 85: Max has average grades in high school and could graduate in another two years. But, he is tired of school and would like to get a full-time job.

What should he do?

A Join the Army.
B Continue his education.
C Talk with others (dropouts, employers, etc.) about what he should do.
D Drop out, work full time, and go to school at night.
E don't know

Item Number 86: Art's friends are going to college after high school, which is what he would like to do. But, his girl wants to get married.

What should he do?

F Move away.
G Talk it over with his girl.
H Go to college; postpone marriage.
J Get married; go to college later.
K don't know

Item Number 88: Betty wants to be a lawyer. But, her guidance tests indicate that she does not have enough ability.

What should she do?

F Get married.
G Go into law anyway; tests can be wrong.
H Increase her ability to be a lawyer.
J Enter a related field at a lower level, like legal secretary.
K don't know

Item Number 89: Shizuko wants to be an accountant, like her older brother. But, her grades are not good enough for college.

What should she do?

A Settle for a lower-level occupation in the same field, like bookkeeper.
B Talk with her brother about what she should do.
C Plan for college anyway; she might get in, even with poor grades.
D Work harder for better grades.

Item Number 93: Dave has many hobbies and interests. But, he cannot narrow them down to make an occupational choice.

What should he do?

A Think the problem through with a counselor.
B Try several jobs and choose the one that he likes best.
C Choose any occupation; it will probably agree with one of his interests.
D Put off a choice; sooner or later one occupation will look better than the rest.
E don't know

FISCAL YEAR 1974

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

PART II – A

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA *St. Louis Public Schools* County Code *115* LEA Code *115*

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity.** Do not leave blanks. **Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report *Component VII: Inservice Ctr* [✓ RY], Su (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent
( ) Counselor
( ) Classroom teacher
( ) Principal
(✓) Other (specify) *Staff of the Division of Evaluation*
Evaluator: Lincoln Daniels

Name and Title of the person primarily responsible for evaluation of this activity.
Dr. Jean José
Telephone Number *314 865 4550*

3. Indicate, in number of weeks, the length of time this activity operated.

40 Regular year ________ Summer
Staff development for Title I personnel

4. Indicate the number of public school children eligible for Title I programs, involved in this activity.

________ Regular year from grades ________ | ________ Summer from grades ________

5. a. Indicate the number of participants in which pre and post evaluation is available.

________ Regular year | ________ Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any)

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period

7. What were the objectives of this activity? *Failure to list the objective will result in rejection of the evaluation.*

See Component VII and Part 1, page 4

See Component VII

Name of instructional activity evaluated in this report Inservice Center

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. **The tables below are minimums.** Feel free to submit such other data as may be pertinent to the evaluation of the activity.

Name of test used: ____________

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN

Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities.

No. of weeks between tests ____________

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One)

NUMBER OF STUDENTS BY GRADE LEVEL

GAINS	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.															
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month															
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.															
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.															
TOTAL															Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains: Prior average yearly gain = $\frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$ See back of page 4

NUMBER OF STUDENTS BY GRADE LEVEL

Prior Gains	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 – .70 yrs.	☒												
.71 – 1.00	☒												
1.01 – 1.50	☒												
1.51 & over	☒												
TOTAL	☒												Grand Total

* Include only those students who had both pre and post tests and are included in this evaluation.

See Component VII

Name of instructional activity evaluated in this report Inservice Center

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached?

10. Based on the evidence presented on Page 2 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

11. Make recommendation of changes needed for this activity.

12. Describe any unique or innovative features of this activity.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

ructional
ivity

FISCAL YEAR 1974

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

PART II – A

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA St. Louis Public Schools County Code 115 LEA Code 115

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity.** Do not leave blanks. **Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report Component VII-Inservice Center RY [✓ Su] (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent

( ) Counselor

( ) Classroom teacher

( ) Principal

(✓) Other (specify) Staff of the Division of Evaluation
Evaluator: Ollie Tucker Ward

Name and Title of the person primarily responsible for evaluation of this activity.
Dr. Jean José

Telephone Number 314-865-4550

3. Indicate, in number of weeks, the length of time this activity operated.

_______ Regular year 7 Summer
Staff Development for Title I Personnel

4. Indicate the number of public school children eligible for Title I programs, involved in this activity.

_______ Regular year from grades _______ | _______ Summer from grades _______

5. a. Indicate the number of participants in which pre and post evaluation is available.

_______ Regular year | _______ Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any)

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period

7. What were the objectives of this activity? *Failure to list the objective will result in rejection of the evaluation.*

See Component VII and Part 1, page 4.

See Component VII

Name of instructional activity evaluated in this report *Inservice Center*

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. **The tables below are minimums.** Feel free to submit such other data as may be pertinent to the evaluation of the activity.

Name of test used: ______________

TABLE 3. CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN
Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4. GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES
Complete this table for all instructional activities. **No. of weeks between tests** ______________

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One) NUMBER OF STUDENTS BY GRADE LEVEL

GAINS	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 - .70 yrs. RS 24% & Below SU 0 growth & Neg.															
Some Growth RY .71 - 1.00 yrs. RS 25% - 39% SU 1 month															
Marked Growth RY 1.01 - 1.50 yrs. RS 40% - 74% SU 2 mos. - 3 mos.															
Substantial Growth RY 1.51 yrs. & over RS 75% - 100% SU Above 3 mos.															
TOTAL															Grand Total

TABLE 5. PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES
Complete for regular year reading and math only.

Formula for Figuring Prior Gains:

$$\text{Prior average yearly gain} = \frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$$

See back of page 4

	NUMBER OF STUDENTS BY GRADE LEVEL												
Prior Gains	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 - .70 yrs.	X												
.71 - 1.00	X												
1.01 - 1.50	X												
1.51 & over	X												
TOTAL	X												Grand Total

* Include only those students who had both pre and post tests and are included in this evaluation.

See Component VII

Name of instructional activity evaluated in this report Inservice Center

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached?

10. Based on the evidence presented on Page 2 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

11. Make recommendation of changes needed for this activity.

12. Describe any unique or innovative features of this activity.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

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INSERVICE CENTER

SUMMARY

The Inservice Center, located at 5057 Ridge Avenue, is a vehicle for change, serving as a teacher/teacher aides training and staff development center and a curriculum materials center; and, also, was to serve as an Inservice Media Center but the Media Specialist and clerk were not hired. It is staffed by Title I and Trend personnel who combine efforts in those areas which overlap. Training is provided in such areas as reading, behavior modification, mathematics, program design, and needs assessment. Several varieties of workshops were conducted throughout the year.

The overall objective for the Inservice Center is to provide opportunities for teachers, aides, and administrators to reinforce their skills in using innovative teaching methods, techniques, and materials in remedial and basic skills areas.

This evaluation of the Inservice Center is based on the participants' weekly evaluation of each Title I workshop, a structured interview of Inservice Center staff, and a questionnaire on innovative teaching methods.

An overall assessment of the Inservice Center based on the results of the evaluative instruments mentioned above, indicates that the Inservice Center's operation of workshop training is a very valuable and worthwhile teacher renewal system.

Based on the participants' weekly evaluations, staff interviews, and results of questionnaire on innovative teaching methods, it can be assumed that the Inservice Center successfully accomplished its overall objective. This evaluator recommends the continuation and expansion of the Inservice Center.

PROGRAM DESCRIPTION

Inservice Center. The [illegible]ice Center, located at 5057 Ridge on the second floor of the Euclid Branc[illegible]lding, is a vehicle for change, serving as a teacher renewal, a staff [illegible]ent and a curriculum materials center.

The Inservice Center pro[illegible]ops and seminars designed to meet the needs identified by Titl[illegible]ool staff members. The results of a needs assessment conducted upon completion of the 1972-73 school year by Inservice personnel provided the necessary input for determination of areas of need. Workshops and seminars were conducted on a two or three day basis from Monday through Friday. Longer periods were scheduled when needed. Some workshops were scheduled after school and on Saturdays. Teachers attending workshops during the regular day participated on released time. They were replaced by substitutes. A total of approximately 634 Title I personnel and eligible classroom teachers attended workshops during the year. The average attendance at each workshop was 20 participants.

The Inservice Center serves also as an environment for educators to exchange ideas and techniques, examine and/or borrow supplementary classroom materials. Training is provided in such areas as reading, behavior modification, mathematics, program design, and needs assessment. Several different varieties of workshops were conducted throughout the year.

The staff of the Center is composed of personnel from the Curriculum Center, Trend, and Title I. Other personnel were involved as needed to conduct workshops. They came from agencies, local universities, and Board of Education resource personnel. Title I and Trend combine efforts in those areas which overlap.

In an effort to make Title I classes exciting and attractive for children, educators were provided an opportunity to focus on issues which reinforce their understanding of materials, to investigate innovative techniques, and to make use of available resources for effective implementation of educational programs. The Inservice Center provided opportunities for educators, on a prearranged basis, to meet, work, exchange ideas and techniques, and participate as learners with consultants or leaders as indicated by request and identified needs.

The overall objective for the Inservice Center is to provide opportunities for teachers, aides, and administrators to reinforce their skills in using innovative teaching methods, techniques, and materials in remedial and basic skills area.

Specific objectives as developed by the Staff of the Center are:

1. To bring educators together focused on issues they want and need to understand.
2. To provide continuous educational renewal for educators that help perpetuate the self-sustaining individual.
3. To provide an opportunity for exchange of skills and expertise between educators.
4. To develop an awareness of and an immediate responsibility to changing educational needs.
5. To provide healthy reinforcement where weaknesses have been identified.
6. To provide educators an opportunity to examine their own behavior in relation to their classroom and school objectives.
7. To provide opportunities for teachers to reinforce their skills in using innovative teaching methods, techniques and materials in related basic skills areas.
8. To provide opportunities for educators to reinforce interpersonal communication skills.
9. To affiliate with local universities, community education agencies and organizations which encourage participation and shared use of resources.

The participants were selected staff members of the identified Title I public and nonpublic programs.

Based on the results of a needs assessment conducted upon completion of the 1972-73 school year, workshops were set up to help eligible teachers and teacher aides with disciplinary problems, which were counter productive to learning activities; to improve pupil motivation, which includes new ideas and techniques; and to interest reluctant learners by using quick and easy methods of diagnosing learning deficiencies and strengths. Special workshops were also offered specifically for teacher aides, although the teacher aides were included in some of the above mentioned workshops.

CURRICULUM MATERIALS CENTER

The Curriculum Materials Center is located in Rooms 201, 202, and 204 on the second floor of the Inservice Center/Euclid Branch #1 Building, 5057 Ridge Ave. Room 201 serves as the work and storage areas for the Center staff, including office space, plus areas for receiving, processing, and cataloging materials and equipment. These materials were used to meet the primary Title I objective of improving reading skills in the content areas.

The Center is open from 7:30 A.M. to 4:45 P.M. daily, remaining open later by appointment or special arrangement.

Varied services to aid learning are provided by the Center:

1. *Approved instructional materials are available for eligible teachers to examine and/or borrow for classroom use.*

2. *New developments in materials, equipment, and teaching technology are made available to teachers and curriculum committees to preview, screen, and evaluate.*

3. *Services of the Materials Center staff are utilized to provide workshops for eligible teachers, administrators, and community groups, such as: Title I parents, and Title I Parent Advisory Committee.*

4. *Work space, equipment, and supplies are provided for eligible teachers who wish to prepare materials for their classrooms.*

5. *Catalogs listing approved materials, plus producers' and publishers' catalogs, are available in the Center. They are organized in such a way that school personnel, responsible for individual school purchases, may select the most appropriate materials for their specific locations.*

Inservice Workshops and Meetings. A total of 1,601 teachers, teacher aides, administrators, and Title I students attended workshops conducted by the Materials Center staff. These workshops included examining new materials, learning how to use equipment, dry mounting, laminating, and making contact slides. They (the workshops) also involved the participants in developing their communication skills, exploring behavior management as it relates to discipline, plus discovering techniques for motivating reluctant students. Additional inservice sessions and meetings on program management were held for Hoffman Reading Laboratory teachers and aides.

Center/School Staff Communication. During the 1973-74 school year, teachers from 88 Title I elementary attendance areas, 2 high schools, 11 nonpublic schools visited the center. Materials were presented/demonstrated at the regular monthly City-Wide Elementary Meetings and during some of the Secondary Curriculum Committee Meetings. The divisional assistant responsible for the operation of the Materials Center met monthly with curriculum specialists and attended conferences sponsored by the Division of Curriculum Services. Curriculum specialists, principals, and groups of teachers were invited to meet in the center, view materials, and make selections for purchase. When requested, workshops were conducted (on site) with total school faculties, in order to coordinate Title I supplemental program with total school program.

Processing Materials. Previewing and screening new instructional materials continues to be an important function. The format for this process remains the same as it was last year. Information about new instructional aids is obtained from catalogs, periodicals, conferences, meetings, advertising brochures, and sales representatives; materials are then requested from publishers for preview purposes. Materials are also secured in response to requests from Title I supervisors, principals, and teachers. An up-to-date file of catalogs and information from publishing companies is maintained in the center.

All materials received in the Center are initially screened and evaluated by the staff, then presented and/or demonstrated to the appropriate curriculum committees for experimental use in classrooms, with evaluation by teachers and curriculum specialists. Committee members try out new materials in their classrooms and report their evaluation of the materials directly to the committees. All evaluation forms are kept on file in the center. Curriculum Committee approval is given on the basis of the concensus indicated in the evaluation. Recommended materials are submitted to the Board of Education for official approval. Each approved item is then listed in the catalog issued by this center, Instructional Materials Approved for Purchase with Funds Other Than Those Provided Wholly by the Board of Education. This list contains commercial catalog information on the materials, grade levels for which they are designed and the specific skills the materials can help to develop.

During the past year 264 items of instructional materials have been previewed and evaluated by curriculum committees and individual teachers. One hundred and twenty-four items were approved, 56 items were rejected, and 84 are pending.

Community Involvement. Parents and other community groups were extended invitations to visit the Center during the year; however, no attempt was made to collect quantitative data on their involvement. Professional teacher groups and the local International Reading Association (IRA) held meetings in the center.

Producing Instructional Materials. Layout work was produced for Nonpublic Summer School and Title I Summer Inservice. Lettering (on Headliner) was produced [illegible] the Division of Evaluation. Dry mounting and laminating were demonstrated for Title I representatives of the Beaumont/Sumner District.

EVALUATION PROCEDURES AND RESULTS

The evaluation of the Inservice Center is based on the participants' weekly evaluation of each Title I workshop, a structured interview of Inservice Center staff conducted by the Title I Evaluator, and a post-test questionnaire on innovative teaching methods administered to all workshop participants by the Title I Evaluator, to provide data on participants' practical application of workshop ideas.

Results of Participants' Weekly Evluations. In order to assess the participants' evaluation of the inservice training a 10-item questionnaire was administered to each participant at the conclusion of each workshop. (See Appendix A.) The first eight items on the form were specific statements to which participants were given a choice of four degrees of response, "agree", "probably agree", "probably disagree", and "disagree". Item #9 requested a list of the important ideas presented in the workshop, and item #10 asked that the participant list ideas which he intended to use in his work situation. Space was available under the heading "Additional Comments" for any remarks that were not included in items #9 and #10.

An average percent of scores for the first eight items was computed by figuring an actual score for each item (agree = 4 points; probably agree = 3; probably disagree = 2; and disagree = 1) and adding these scores to get a total score. Next, the highest possible score for each item was figured and these scores were added to get a total score. The actual score was divided by the highest possible score to obtain the average percentage of scores for all items. The results are shown in Tables I and II.

Items #9 and #10 were tallied with an overall purpose of determining whether or not the workshop ideas which the participants considered important, related positively to the stated intent of the workshop presentation, and whether or not those ideas had practical value to the participants' work situation.

A minimum overall average percent of the scores on all items was arbitrarily set at 95% by the evaluator. Therefore, any workshop with less than the overall minimum was considered as receiving a negative evaluation by the participants.

The overall percentage of responses on individual workshops ranged from 91% to 100%. The overall average response for all items to the workshops was 97% for the Fall workshops and 96% for the Spring workshops.

As indicated in Table III the participants rated two of the Fall workshops as negative; two of the Fall workshops received the highest possible rating with all others receiving ratings above the minimum overall average of 95%. In Table IV the ratings show that two of the Spring workshops were evaluated as negative, no Spring workshops received the highest possible score of 100% although two received a high score of 99%, all other Spring workshops received a rating equal to or better than the minimum of 95%.

The responses on item #9 for all workshops indicated that ideas perceived as important by the participants were directly related to the stated workshop objectives. Comments made in response to item #10 would support the assumption that the subject matter in the workshops presented had practical value for the participants. The majority of those who responded to item #9 also indicated that these ideas would be used in their work situation.

TABLE I

SCORES FOR TITLE I INSERVICE WORKSHOPS

FALL, 1973

TITLE OF WORKSHOP	Number of Participants	Overall Percentage	Expected Content	Workshop Consultant Answered Questions	Conductor Stated Goals	Conductor Knew Subject	Able to Interact	Workshop Organized	Recommend Course	Could Share Information
			1	2	3	4	5	6	7	8
Instructional Media	18	98	100	100	98	100	97	97	97	98
Handling Disruptive Behavior	22	99	100	100	100	98	100	100	100	97
Aides in Action	23	98	97	100	97	98	97	96	97	98
Informal Diagnosis & Prescription	21	96	91	98	94	99	96	98	98	97
Seven Kisses and A Hug	16	97	92	100	100	98	93	100	98	92
Motivating Reluctant Students	20	100	97	100	100	100	100	100	100	98
Instructional Media	19	91	98	100	100	100	100	98	100	94
Interpersonal Communication	12	99	95	100	100	100	100	100	97	97
Learn and Earn	17	99	95	100	100	100	100	98	97	98
Positive Attitudes	14	91	85	96	89	96	96	92	85	89
Commitment Before Confrontation	17	99	98	100	100	100	100	97	100	95
Motivating Reluctant Students	18	97	100	100	98	100	100	100	100	94
Reading Collage	21	100	100	100	100	100	98	98	98	100
Seven Kisses and A Hug	19	96	89	98	97	97	97	96	100	93
Motivating Reluctant Students	17	98	98	100	100	98	98	97	98	75

TABLE II

SCORES FOR TITLE I INSERVICE WORKSHOPS

SPRING, 1974

TITLE OF WORKSHOP	Number of Participants	Overall Percentage	Expected Content	Workshop Consultant Answered Questions	Conductor Stated Goals	Conductor Knew Subject	Able to Interact	Workshop Organized	Recommend Course	Could Share Information
			1	2	3	4	5	6	7	8
Developing Positive Attitudes	22	96	97	98	89	98	99	99	98	96
Math & Media, Section 1	22	95	88	99	93	99	99	96	94	92
Multiple Approaches to Growth in Comprehension	24	98	97	100	99	100	98	99	99	96
Math & Media, Section 1	23	95	89	98	98	99	99	97	92	91
Math & Media, Section 2	19	93	88	97	96	97	93	92	88	89
Learning Disabilities	22	95	89	99	97	100	95	97	93	93
RIT Aides in Action	23	98	99	100	98	99	100	95	98	95
Math & Media, Section 2	22	92	86	98	92	100	94	90	89	85
Interpersonal Communication	22	99	98	100	99	100	98	100	100	95
Commitment Before Confrontation	22	96	92	100	99	99	96	100	95	90
Learning Disabilities	28	98	98	99	99	100	96	98	97	96
Class Meetings & Schools Without Failure	14	97	95	100	96	100	98	96	95	95
Supportive Instructional Productions	18	98	99	100	93	100	99	100	100	96
Informal Diagnosis and Prescription	25	95	93	100	94	97	93	96	97	90
Learn and Earn	18	97	92	100	100	100	93	97	97	99
Social Studies and the 20th Century Student	22	97	92	100	97	100	98	98	95	99
Motivating Reluctant Students	21	98	95	100	100	96	100	99	99	98
Learn and Earn	14	98	96	100	98	100	98	98	96	98
Motivating Reluctant Students	21	99	99	100	99	99	99	100	100	99

TABLE III

COMPARISONS OF TITLE I INSERVICE WORKSHOPS - BASED ON OVERALL WEIGHTED PERCENTAGES OF PARTICIPANTS' RESPONSES LISTED IN DESCENDING ORDER

FALL, 1973

	Name of Workshop	Number of Participants	Overall Percentage
1.	Motivating Reluctant Students	20	100
2.	Reading Collage	21	100
3.	Handling Disruptive Behavior	22	99
4.	Interpersonal Communication	12	99
5.	Learn And Earn	17	99
6.	Commitment Before Confrontation	17	99
7.	Instructional Media	18	98
8.	Aides In Action	23	98
9.	Motivating Reluctant Students [1]	17	98
10.	Seven Kisses And A Hug	16	97
11.	Motivating Reluctant Students [2]	18	97
12.	Informal Diagnosis And Prescription	21	96
13.	Seven Kisses And A Hug [1]	19	96
14.	Instructional Media [1]	19	91
15.	Positive Attitudes	14	91

[1] Second Time Presented

[2] Third Time Presented

TABLE IV

COMPARISONS OF TITLE I INSERVICE WORKSHOPS - BASED ON OVERALL WEIGHTED PERCENTAGES OF PARTICIPANTS' RESPONSES LISTED IN DESCENDING ORDER

SPRING, 1974

	Name of Workshop	Number of Participants	Overall Percentage
1.	Interpersonal Communication	22	99
2.	Motivating Reluctant Students	21	99
3.	Multiple Approaches To Growth In Comprehension	24	98
4.	RIT Aides In Action	23	98
5.	Learning Disabilities	28	98
6.	Supportive Instructional Productions	18	98
7.	Motivating Reluctant Students [1]	21	98
8.	Learn And Earn	14	98
9.	Class Meetings And Schools Without Failure	14	97
10.	Learn And Earn [1]	18	97
11.	Social Studies And The 20th Century Student	22	97
12.	Developing Positive Attitudes	22	96
13.	Commitment Before Confrontation	22	96
14.	Math And Media, Section 1	22	95
15.	Math And Media, Section 1 [1]	23	95
16.	Learning Disabilities	22	95
17.	Informal Diagnosis And Prescription	25	95
18.	Math And Media, Section 2	19	93
19.	Math And Media, Section 2 [1]	22	92

---

[1] Second Time Presented

In the section provided for "Additional Comments" approximately 95% of the participants responded. The positive comments generally revolved around two themes: (1) the workshops were excellent, realistic and helpful; (2) the very best thing about the workshops was the opportunity to share, communicate, and interact with so many different teachers on so many different topics. Of all the comments the only negative comments made were in reference to: (1) the workshops were not frequent nor long enough, (2) the workshops did not serve enough Title I teachers, (3) the Workshop Evaluation Form was not completely anonymous (name of participant's school was requested). It was seen as a means of identification and consequently some participants expressed the feeling that their answers were not completely candid. Therefore, the data is suspect in items of reliability.

Results of Inservice Center Staff Interviews. A face-to-face interview was conducted with each member of the Inservice Center Staff, excluding secretarial staff. The interviews were based on a 12-item interview questionnaire developed by the Title I Evaluator. (See Appendix B.)

There was a total of 28 suggestions made by the staff. These suggestions have been summarized into four general categories as listed below. (See Appendix C for complete summary.)

1. Training - Inservice training should be provided for teachers to become workshop leaders and resource persons in their school buildings, workshops for total school faculties on organization and group dynamics, expand recruitment of workshop leaders from within the system.

2. Inservice Center Staff - Staff organization and staff responsibilities of the Inservice Center should be clearly delineated by the responsible administrative decision-makers. The staff also indicated a desire to further develop the cooperative efforts of Title I and Trend personnel in providing teacher training and staff development in areas of joint concern.

3. Expanding Center's Services - Expand services to include a library type resource reference service, development and maintenance of a professional library, development of mini-courses for eligible teachers' classroom use.

4. Physical Facilities of Center - Expansion of present physical plant, and development of inservice type centers in each district.

Results of Post-Test Questionnaire on Innovative Teaching Methods - "New Classroom Techniques". As a follow-up evaluation to assess the degree to which the practical applications of workshop ideas and techniques were being implemented, a 12-item questionnaire was administered approximately 2 weeks after the final workshop was held in the spring. (See Appendix D.)

Questionnaires were sent to all participants of each scheduled workshop. The participants were asked not to use any means of identification, so that their responses would remain anonymous. Of the 600 questionnaires mailed, 267 or 45% were returned.

Of the 267 respondents, 241 or 90% had tried some innovative techniques; 233 of the 267 respondents or 87% described techniques which they regarded as significant or interesting; 127 or 55% of those describing most significant technique indicated that they got it somewhere else (not totally original) and made minor changes; 46 or 20% of this group got the new technique somewhere else and made major changes, and 40 or 17% got it somewhere else without making any changes.

There were 173 respondents indicating that the techniques which they described came from somewhere else and were not totally original. Of the 173 respondents 138 or 80% got the described technique from an Inservice Center Workshop. Respondents describing most significant technique indicated that other teachers used the technique to some extent, and that during the year they had informed other teachers of the technique at least twice. Of those describing most significant technique, 137 or 59% planned to use the technique again at least once weekly.

Of the 267 respondents most of them indicated that to some extent new techniques were being used in their school. Teachers indicated that they put quite a bit of their time and energy into new classroom techniques, and that during the year from two to eight new techniques had been tried. Of all the new techniques tried during the year by the 267 respondents, 219 respondents or 82% indicated that the ideas came from Inservice Center Workshops.

CONCLUSIONS AND RECOMMENDATIONS

Summary of Conclusions and Findings: Weekly Evaluation of Workshops. The following conclusions and findings are based upon participants' weekly evaluation of the 34 workshops which were presented:

1. The participants' overall response to the Inservice Workshops were extremely positive.
2. Four of the thirty-four workshops presented were rated as negative by the participants.
3. At least four of the workshops were perceived by participants as being more successful than all others as indicated by the almost perfect rating which they received.
4. According to the overall responses to item #9 the subject matter presented in the workshops had practical value for the participants.
5. The responses to item #9 indicated that the ideas received from the workshops would be used in participants' work situations.
6. The majority of the respondents indicated that the workshops were excellent, realistic, and helpful.
7. Participants felt that a major strength of the workshops was the sharing, communicating and interacting with fellow teachers which the workshop setting made possible.

8. Participants want more opportunities to attend workshops; want to have workshops scheduled for more than one or two days; would like Center to serve more teachers.

9. The Inservice Center's operation of workshop training is a very valuable and worthwhile teacher renewal system.

10. Participants indicated that the workshop evaluation form did not insure anonymity of respondents and therefore affected objectivity of responses.

11. The Inservice Center is serving as an environment for teachers to exchange ideas and techniques, examine and/or borrow supplementary classroom materials.

Conclusions and Findings from Inservice Center Staff Interviews. Personal interviews were conducted with each member of the Inservice Center Staff. The following conclusions and findings are based on those interviews:

1. The present workshop evaluation form needs revising, or an alternative instrument developed.

2. Follow-up evaluations should be a part of overall Center evaluation.

3. Summative type evaluation of total workshop experience should continue.

4. There is a need for an assessment of staff's team relationship.

5. Staff has differing views on lines of authority and responsibilities.

6. Staff indicated a definite need for clarification of roles and responsibilities.

7. All staff members indicated a desire for a closer working relationship in providing inservice for Center's clients.

8. Staff members differ on role responsibilities and how individual members should participate in decision-making process.

9. Workshops are presented in terms of feedback data from an assessment of teachers' inservice needs.

10. Objectives of Inservice Center are not clear to all staff members.

11. The process of selection and dissemination of Inservice Center materials through the services of the Curriculum Materials Center is well-known and supported by all staff members.

12. Materials of the Curriculum Materials Center are being used by a wide variety of the system's school personnel.

13. There are many ways in which the Inservice Center might provide greater inservice for the school system's personnel.

Conclusions and Findings from Post-Test Questionnaire on Innovative Teaching Methods - "New Classroom Techniques". The following conclusions and findings are based upon an analysis of the results of the questionnaire:

1. Ninety percent of participants returning questionnaires had tried some type of innovative classroom technique.

2. Two-hundred thirty-three of the two-hundred sixty-seven respondents described a technique which they considered as most significant or interesting.

3. Eighty percent of those who described a most significant or interesting technique which was not totally original with them got the described technique from an Inservice Center Workshop.

4. Most interesting or significant techniques described by respondents are being used to some extent by other teachers.

5. Of those describing most significant or interesting technique one-hundred thirty-seven or fifty-nine percent planned to use the technique again at least once weekly.

6. Workshop participants are putting quite a bit of their time and energy into innovative classroom techniques.

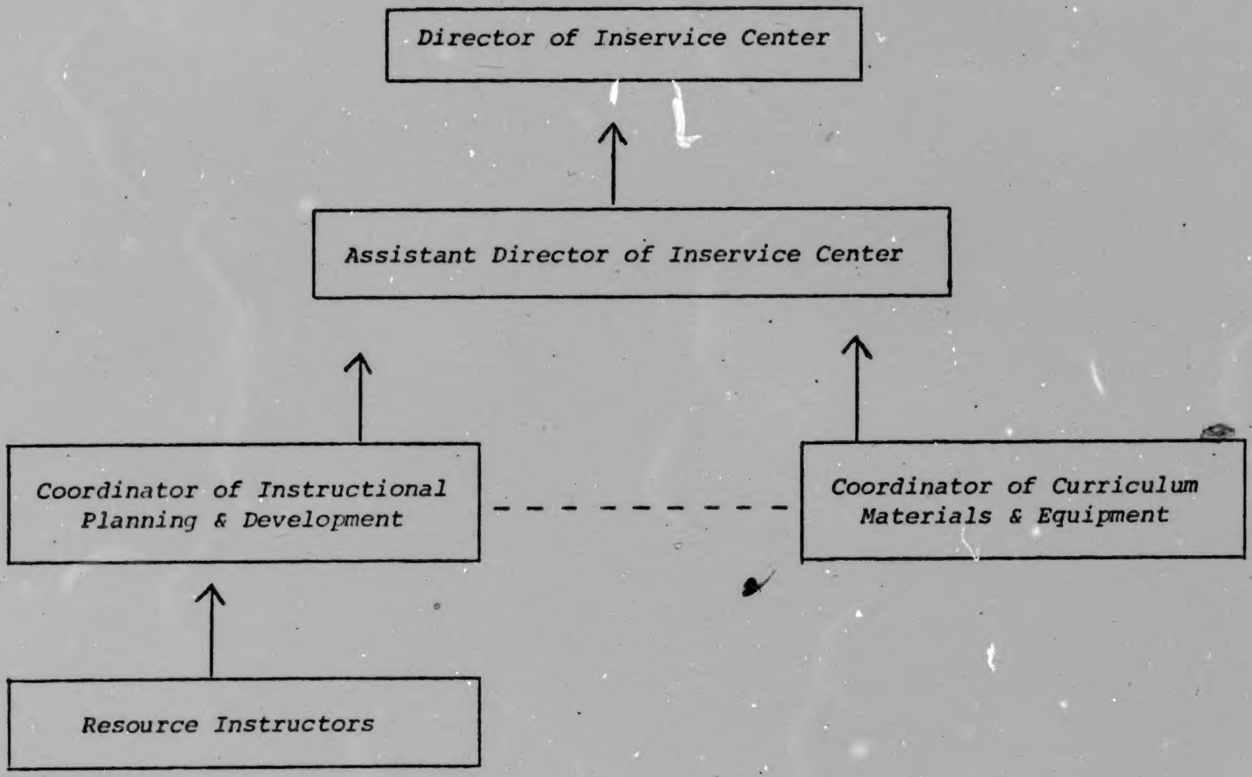
7. Workshop participants that have tried new classroom techniques during the year have gotten the idea from the Inservice Center.

8. The Inservice Center Workshops are reinforcing innovative teaching methods.

9. The overall objective of the Inservice Center was successfully accomplished.

Recommendations for Program Improvement. The following recommendations are made based upon the conclusions and findings from the three various data sources. Statements are listed according to the evaluator's priority from highest to lowest.

1. Merge Inservice Center staff so that there is only one Inservice Center staff, rather than a Trend staff and a Title I staff.
2. Federal inservice funds from the various funding agencies should be coordinated under one "umbrella" type inservice budget.
3. High priority should be given to development of clear-cut line-staff responsibilities and relationships.
4. Implement the following structural organization of Inservice staff or one similar to it.


Director of Inservice Center
Assistant Director of Inservice Center
Coordinator of Instructional Planning & Development
Coordinator of Curriculum Materials & Equipment
Resource Instructors

Recommended job description of Inservice Staff under proposed structural reorganization:

> Director of Inservice Center - The Director will assume overall responsibility for operation of Center's activities; coordinate all activities.
>
> Assistant Director of Inservice Center - The Assistant Director of Inservice Center will be directly responsible to the Director; assist in overall operation of Center; coordinate activities of Coordinator of Instructional Planning & Development and Coordinator of Curriculum Materials & Equipment.
>
> Coordinator of Instructional Planning & Development - The Coordinator of Instructional Planning & Development will be directly responsible to the Assistant Director; assume responsibility for assessing inservice needs, securing Resource Instructors, scheduling workshops, planning and developing other means of providing inservice; work in a staff relationship to Coordinator of Curriculum Materials & Equipment.
>
> Coordinator of Materials & Equipment - The Coordinator of Materials & Equipment will be directly responsible to the Assistant Director, assume overall responsibility for materials and equipment of Center; previewing, screening, and evaluating new instructional materials; examination and borrowing of materials and equipment by Center's clients; coordination, development, and expansion.

5. Director of Inservice provide systematic means for staff input into decision-making process especially to the following areas:

   (a) Inservice Center reorganization

   (b) Planning and development

   (c) Development of Inservice Center's goals and objectives

   (d) Staff selection

6. Inservice Center staff continue efforts toward working together as a team in providing inservice for school personnel.

7. Physical facilities of Inservice Center should be expanded, i.e. use the total facilities of Euclid Branch #1 to house Center.

8. Expand number of resource instructors so that Inservice Center might expand services and training capabilities. (See page 10 - Results of Inservice Center Staff Interviews.)

9. Expand concept of inservice center idea so that it will accommodate total inservice needs of clients, i.e. creation of district inservice centers which are coordinated through a "central" inservice center.

10. Each workshop consultant should have some objective means of assessing accomplishment of the objectives which he has set for his particular workshop.

11. A workshop evaluation form should be developed which will give a more objective participant assessment of workshop experience.

12. Periodic follow-up evaluations (i.e. every 2 or 3 months) of practical application of workshop ideas by participants should be initiated.

13. Evaluator meet with Inservice staff and construct evaluation design which will provide information useful to staff.

14. Continue housing loan service of curriculum materials and equipment in same facility wherein workshops are conducted.

Recommendations for Curriculum Materials Center. At present one divisional assistant and one secretary staff this center. The services of an additional secretary are available on a limited time basis to facilitate the materials check-out procedures. Two members of the Inservice Center staff (Nonpublic-Title I and Law Education Coordinators) provided the additional help needed to screen and evaluate materials received.

In order to continue providing adequate services for the increasing number of teachers using the Center, the following additional staff is recommended.

1 Divisional Assistant - responsible for overall operation of Center: to conduct workshops; demonstrate use of new materials and teaching techniques; meet with curriculum committees and other teacher groups; act as resource person for inservice meetings.

1 Certified Person - to provide assistance for teachers interested in developing teacher-made instructional materials; to demonstrate use of new materials and teaching techniques; to assist in the revision of catalog listing of materials; to act as resource person for inservice activities. (Currently there is an opening for a Title I Media Specialist (Divisional Assistant) to coordinate and expand the services described above and those of the four district Media Centers.

1 Clerk-Typist (full-time) - to act as secretary-receptionist, maintain files, type, catalog materials received, and other duties as required. Some of the other duties of the present clerk-typist include preparing materials for teachers, producing lettering and transparencies, and serving as a resource person for inservice activities.

INSERVICE SUMMER PROGRAM 1974

Evaluator - Ollie Tucker Ward

SUMMARY

The St. Louis Title I Summer Program for 1974 included a variety of workshops for Title I public and nonpublic school personnel. The workshop concept as a means of improving instruction has received much support in recent years. The purpose of the 1974 summer workshops was to provide persons who are responsible for the education of children living in Title I areas an opportunity to become aware of new and different teaching approaches, methods, and materials, and of effective measures for adapting them to individual circumstances. Skills development in behavior control and social relations were also included.

A series of 34 workshops scheduled and planned by the Inservice Center were held in the facilities at Work-Study High School, Inservice Center, and Forest Park Junior College. During the period from June 11th through July 3rd, 27 workshops were held for 4 days each, and 7 workshops were held for 3 days.

Additionally, workshops of two sessions each were conducted at the Northside Reading Clinic and at the McKinley-Roosevelt Reading Clinic. A two-part workshop for the Math Improvement Teams was held at Work-Study High School. Harris Teachers College was the site for a Title I workshop for credit entitled "Learning Problems".

A total of 638 persons were enrolled in the overall inservice program with an attendance rate of 95%. In addition, inservice workshops were held in each district. Participants were the Title I administrators within the districts.

The responses to the Summer of 1974 workshop was positive enough to suggest that the workshop and district inservice concept is well accepted by St. Louis educators. Many expressed a feeling of personal growth and an expansion of their learning experiences. Comments reflected an encouragement to try new methods and materials because of the detailed way in which they had been discussed during a workshop and district inservice. The overall responses for the four-week period including all workshops was positive. A continuation of Title I summer inservice is indicated as providing a valuable service to St. Louis school personnel.

DESCRIPTION

Inservice Center. The various components of this inservice offering were centered around seven main categories: language, human relations, development and making of supplementary materials, games, strategies for teaching the underachieving readers, the importance of using content areas for teaching reading, and new methods for teaching math.

Throughout the four weeks of presentation attendance remained at a high level. There was an attendance rate of 92% the first week, 93% the second week, 94% the third week, and 95% the fourth week. Figures 1, 2, 3, and 4 indicate individual workshop attendance.

FIGURE 1

Location: Forest Park Community College
Inservice Center

SUMMER WORKSHOPS
PERCENTAGE OF ATTENDANCE
Dates: June 11 - 14, '74

NAME OF WORKSHOP CONSULTANT	DAYS				
	1st	2nd	3rd	4th	WEEK
Reading In The Content Areas Donald Cushenbery	95%	95%	95%	95%	95%
Learning Activity Package - Approach To Individualized Learning Max Schwarze and James Shucart	100%	93%	80%	93%	92%
Activities, Ideas and Materials For Language Experience Dr. Leo Rodenborn	100%	94%	83%	94%	93%
Development of Individualized Learning Packages Phyllis Ward	100%	92%	92%	88%	93%
Strategies For Children Who Can't Pay Attention or Complete Assignments Center For Creative Communications	100%	84%	95%	89%	92%
Handling Disruptive Behavior Center For Creative Communications	100%	85%	85%	77%	87%
Manipulative Mathematics Mary Laycock	95%	90%	75%	85%	86%
Mathematics - Problem Solving Savannah Miller	100%	93%	100%	100%	98%
Development Of Teacher Made Materials Center For Creative Communications	100%	88%	100%	94%	96%
Games And Gimmicks Part I Caroline Stubblefield	99%	90%	89%	91%	92%
AVERAGE OVERALL ATTENDANCE	99%	90%	91%	90%	93%

FIGURE 2

SUMMER WORKSHOPS
PERCENTAGE OF ATTENDANCE

Location: Work-Study High School

Dates: June 17 - 20 '74

NAME OF WORKSHOP CONSULTANT	DAYS				
	1st	2nd	3rd	4th	WEEK
Reading In The Content Areas Thomas R. Schnell	100%	100%	94%	82%	94%
Language Is For Me Ruth Cebulash	87%	80%	87%	87%	85%
The Action Approach Mel Ceblash	100%	95%	89%	89%	93%
Handling Disruptive Behavior Center For Creative Communications	100%	100%	94%	100%	99%
Mathematics Robert Reys and James Hirstein	100%	94%	94%	81%	92%
Teaching The Facts Jack Wilkenson	95%	100%	90%	100%	96%
Development Of Teacher Made Materials Center For Creative Communications	100%	100%	90%	86%	94%
Communication Skills And Disruptive Behavior Marshall B. Rosenberg	100%	95%	81%	86%	90%
Strategies For Children Who Cannot Pay Attention or Complete Assignments Center For Creative Communications	94%	100%	83%	83%	90%
AVERAGE OVERALL ATTENDANCE	100%	100%	92%	100%	98%

FIGURE 3

SUMMER WORKSHOPS
PERCENTAGE OF ATTENDANCE

Location: Forest Park Community College
Inservice Center

Dates: June 24 - 27, '74

NAME OF WORKSHOP CONSULTANT	DAYS 1st	2nd	3rd	4th	WEEK
Instructional Media Mamie Thomas	81%	94%	100%	100%	94%
Motivational Strategies For Non-Academic, Non-Task Oriented Students	100%	92%	92%	77%	90%
Games And Gimmicks Part II Caroline Stubblefield	100%	100%	89%	89%	94%
Humanizing Relations In The Classroom Cameron W. Meredith	100%	100%	100%	100%	100%
Reading In The Content Area Donald Cushenbery	100%	100%	95%	77%	93%
Mathematics Laboratory For Teachers Douglas A. Grouwa	100%	86%	100%	86%	93%
Language Experience - Language Is For Me Ruth K. Carlson	95%	100%	84%	89%	92%
Media Workshop Erma Valentine	72%	100%	94%	100%	92%
AVERAGE OVERALL ATTENDANCE	94%	97%	94%	90%	94%

FIGURE 4

Location: Work-Study
Inservice Center

SUMMER WORKSHOPS
PERCENTAGE OF ATTENDANCE
Dates: July 1 - 3, 1974

NAME OF WORKSHOP CONSULTANT	DAYS 1st	2nd	3rd	4th	WEEK
Humanizing Relationships In The Family Cameron W. Meredith	100%	100%	100%		100%
Metric Workshop Karl Mulbauer	100%	100%	100%		100%
Strategies For Children Who Can't Pay Attention or Complete Assignments Center For Creative Communications	100%	100%	100%		100%
Handling Disruptive Behavior Center For Creative Communications	100%	100%	100%		100%
Development Of Teacher Made Materials Center For Creative Communications	93%	93%	93%		93%
Human Relations - Discipline Methods Kyle Conway	100%	91%	73%		88%
Media Workshop Erma Valentine	95%	80%	80%		85%
AVERAGE OVERALL ATTENDANCE	98%	95%	92%		95%

Between the hours of 1:00 p.m. and 5:00 p.m. the workshop convened at one of three locations: Inservice Center, Forest Park Junior College, or Work-Study High School. The methods of presentation were as varied as the workshop facilitators. Both local and non-local consultants were selected to conduct the inservice sessions. Five hundred and fifteen participants were enrolled.

Reading Clinic Presentation. A two-part presentation of "Classroom Strategies for the Underachieving Readers" was held simultaneously at Northside Reading Clinic and at McKinley-Roosevelt Reading Clinic. Each part continued for two weeks from June 17th through July 12th during the afternoon hours of 1:00 p.m. to 5:00 p.m. An overall attendance rate of 94% was maintained. Eighteen teachers participated in the Reading Clinic training. During the morning the participants were involved in a practicum which included teaching a small number of students.

Math Improvement Team. It was possible for the Math Inservice to be conducted during the morning hours (8:30 - 12:30) at Work-Study High School because the participants were not otherwise involved in summer school. The first part provided training for the participants in the method employed in the Math Improvement Team approach. This was led by consultants from a nearby university.

The second part, directed by Hoffman IMS representatives, trained the participants in the use of the two instructional support systems used in the MIT Program. The enrollment for the Math Workshop ranged from 74 to 82 and overall attendance was 97%.

Learning Problems. A total of 55 school personnel attended the credit course offered at Harris Teachers College. Several instructors took part in training the participants to identify learning problems and children with learning disabilities and application of the methods and techniques considered helpful in teaching children who have problems in learning. Attendance for the four-week period was approximately 99%.

Nonpublic Inservice. Two separate workshops were included in the nonpublic group: "Understanding Black Values" and "Cognitive and Affective Skills". The "Understanding Black Values" session was of 8 days duration and included 17 participants whose attendance rate was 97%. Eighteen participants were enrolled in the 5-day session of "Cognitive and Affective Skills". The attendance rate for this workshop was 84%. The purpose of both nonpublic presentations was to help teachers develop a better understanding between themselves and their students. "Understanding Black Values" emphasized a better understanding of their students' contemporary speech. "Cognitive and Affective Skills" sought to impress upon teachers the need to direct their students in acquiring certain skills vital to their receiving maximum value from their education.

District Inservice Workshops. The four Title I districts conducted inservice workshops within their individual districts. In each case, administrators in the districts were the participants. Following is a summary of the inservice activities for each district.

Banneker: Central-Vashon District. The administrator's inservice program was divided into two parts. Part I, "Strengthening the Principal's Skills as Instructional Leader", comprised the first three weeks of the program. Part I included exposing the participants to teacher evaluation while using materials pertinent to the instructional leader. "Teacher Evaluation" was then explored in depth during the second and third weeks without the guise of instructional leadership. Instead, "Instructional Evaluation" was the title. The final week was devoted to Part II, "Instructional Evaluation and Guidance". The "Guidance" component enlarged on the internalization of the principal's role as the instructional leader by exploring the participant's leadership styles, defining methods to promote staff cohesiveness, and identifying the principal's behavior in the light of a resource role.

Finally, the participants were required to produce through collaborative efforts: (1) strategies for observing and evaluating teachers who would use the materials acquired during the inservice workshops; (2) design a form for classroom observation that reflected the cognitive and affective characteristics of classroom interaction without regard to subject area; (3) develop an instrument to survey school guidance needs.

Beaumont-Sumner District. Administrators in the Beaumont-Sumner District participated in a four weeks workshop entitled, "Administrators Workshop in the Scope and Sequence of the Elementary School Math Program". The focus of the workshop was on instructional skills and teaching techniques for grades Kg. - 8. The course content included the use of commercial materials, developing teacher-made and manipulative materials, growth monitoring at each grade level, and the role of the administrators in the mathematics instructional program.

During the first two weeks of the program, the participants were taught how to use materials, teacher-made and commercial, respectively. Experts were brought in to demonstrate the materials. There were four workshop coordinators who are regular mathematics teachers during the school year. It should be noted that a pre-post-test was used to determine where the concentration of learning activities should fall. Consultants were brought in at the beginning of the workshop to discuss Board of Education curriculum policies, deficiencies of 6th grade students in math and science, learning disabilities and how to organize math materials within an individual school.

The second half of the four week workshop was devoted to practical experiences with students. Part II was entitled, "Practicum for Administrators - Implementation of Math Facts". This workshop provided administrators with the opportunity to experiment and implement various teaching techniques with pupils. Visual and audio teaching aids and commercial materials were used as a part of the teaching repertoire.

In addition, the participants were placed into teams. Each team devised a "School Improvement Plan" (SIP). This plan included how each administrator planned to implement the skills gleaned from this workshop in his home school.

McKinley-Roosevelt District. The McKinley-Roosevelt District proposed an administrator's inservice program entitled, "Multiple Coordination of Instructional Activities". Divided into one four-day workshop and three two-day workshops, the program was attended by seven elementary school principals. The total number of days for administrator inservice was ten days. District principals had previously requested inservice to cover the following areas: (1) techniques to develop an effective staff, (2) primary reading materials now in use in St. Louis schools, (3) reading clinic approaches to remediation, and, (4) methods of handling disruptive behavior. Workshop presenters had prepared detailed proposals that covered items from the objectives to presentation through evaluation for district and board approval. Participants received extensive handouts of the workshop format and goals. Attendance was good since all participants were available at the scheduled workshop hours between 8:00 a.m. and 12:00 p.m. at the St. Louis Board of Education Curriculum Center.

Northwest-Soldan District. The district inservice component for the administrators in the Northwest-Soldan District embodied a total of eleven process objectives and one product objective. The inservice topic was "The Principal's Role as an Educational Leader". Eleven consultants were employed in an attempt to satisfy the process objectives. Listed below are the workshop topics and the number of days they were in session.

Workshop	Number of Sessions
Motivation	2 days
A Learning Center Is	2 days
The Principal as an Educational Leader	1 day
Improving Communication Skills	5 days
The Principal's Role in Administering an Effective RIT and MIT	3 days
A Look at New Curriculum Materials	1 day
Pupil and Staff Personnel Relations	3 days
Solving Crises in the Community	2 days
Law Education and Student Responsibility as a Means of Developing More Positive Student Relationships	2 days

The product objective of the inservice workshop was to produce a "Handbook of Suggestions to Increase Effectiveness in Administering a RIT and/or MIT". This document is in its final stages under the direction of the Northwest-Soldan office.

Lincoln High School. The staff at Lincoln High School was involved in a training inservice directed toward the adoption of the computer program "Project for Learning in Accordance with Needs" (PLAN*). Twenty-five staff members attended.

EVALUATION

Observation. The evaluator frequently observed the various inservice presentations and used a "Facilitator Checklist" (devised by the Title I Summer School Evaluation Staff) as an aid to relating presentations to previously determined objectives. Additionally, interviews with workshop leaders and participants were included in the evaluation process.

Questionnaires. A 14-item questionnaire was distributed to workshop leaders to ascertain their opinion on practical aspects of the workshop functioning. Five of the items were designed to permit leader comment. The other nine items required a "yes" or "no" response. The workshop facilitator's comments were scanned for an overall impression. The nine items which were designed for a more quantitative analysis were tallied for a percentage comparison of negative responses to positive responses. The results of this tally appear in Figure 5.

FIGURE 5

QUESTIONNAIRE FOR WORKSHOP/INSERVICE LEADERS

QUESTIONS	RESPONSES*		
	Yes	No	No Response
1. Was workshop successful	100%		
2. Physical site adequate	83%	17%	
3. Time allotment sufficient	70%	23%	7%
6. Your service fully utilized	80%	7%	13%
7. Subject content met participant's needs	87%		13%
8. Sufficient information disseminated	60%	13%	27%
(a) Your information sufficient	80%	7%	13%
(b) Participant's information sufficient	74%	13%	13%
9. Organization of presentation satisfactory	83%	4%	13%

* 30 questionnaires completed

Workshop participants were requested to complete a questionnaire during the closing hour of each workshop. Question 1 through 8 provided a four degree level of response, two positive and two negative: (1) Agree, (2) Probably Agree, (3) Probably Disagree, and (4) Disagree. Items 9 and 10 requested participant input. The first eight items were tallied, the workshops grouped by content area (eleven groups in total), and the questionnaire results presented in Figures 6 through 16 by percentage of positive responses.

FIGURE 6

Percent of Positive Responses on Workshop Questionnaires

READING		Number of Participants	Expected Content 1	Workshop Conductor Answered Question 2	Conductor Stated Goals 3	Conductor Knew Subject 4	Able to Interact 5	Workshop Organized 6	Recommend Workshop 7	Could Share Information 8
1. Classroom Strategies For The UnderAchieving Readers	A	8	100%	100%	100%	100%	100%	100%	100%	100%
2. Classroom Strategies For The UnderAchieving Readers	B	10	100%	100%	100%	100%	100%	100%	100%	100%
3. Action Approach to Severly Disabled Readers		17	94%	100%	94%	100%	100%	100%	82%	87%
4. Reading In The Content Area	A	12	84%	100%	100%	100%	100%	100%	92%	100%
5. Reading In The Content Area	B	20	85%	95%	95%	95%	95%	95%	80%	85%
6. Reading In The Content Area	C	14	100%	100%	100%	100%	100%	100%	100%	100%

FIGURE 7

Percent of Positive Responses on Workshop Questionnaires

LANGUAGE		Number of Participants	Expected Content 1	Workshop Conductor Answered Questions 2	Conductor Stated Goals 3	Conductor Knew Subject 4	Able to Interact 5	Workshop Organized 6	Recommend Workshop 7	Could Share Information 8
1. Learning Action Package Approach To Individual Learning		14	57%	93%	78%	93%	86%	57%	43%	78%
2. Activities, Ideas and Materials		17	82%	94%	100%	100%	100%	94%	94%	94%
3. Development of Individual Learning Packages		14	86%	100%	93%	93%	100%	64%	64%	93%
4. Language Experience Language Is For Me	A	12	75%	100%	91%	100%	100%	83%	75%	83%
5. Language Experience Language Is For Me	C	16	100%	100%	100%	100%	100%	100%	100%	100%

FIGURE 8

Percent of Positive Responses on Workshop Questionnaires

HUMAN RELATIONSHIPS	Number of Participants	Expected Content 1	Workshop Conductor Answered Questions 2	Conductor Stated Goals 3	Conductor Knew Subject 4	Able to Interact 5	Workshop Organized 6	Recommend Workshop 7	Could Share Information 8
1. Humanizing Relationships In The Classroom	20	95%	95%	100%	95%	100%	100%	95%	100%
2. Humanizing Relationships In The Family	11	100%	100%	100%	100%	100%	100%	100%	100%
3. Human Relations/Discipline	8	100%	100%	87%	100%	100%	100%	100%	100%

FIGURE 9

Percent of Positive Responses on Workshop Questionnaires

MATERIALS		Number of Participants	Expected Content 1	Workshop Conductor Answered Questions 2	Conductor Stated Goals 3	Conductor Knew Subject 4	Able to Interact 5	Workshop Organized 6	Recommend Workshop 7	Could Share Information 8
1. Development of Teacher Made Materials	A	15	93%	100%	93%	100%	100%	100%	87%	100%
2. Development of Teacher Made Materials	B	15	86%	100%	100%	100%	100%	100%	93%	100%
3. Development of Teacher Made Materials	C	15	100%	100%	100%	100%	100%	100%	100%	100%
4. Games and Gimmicks	Part I	13	100%	100%	100%	100%	100%	100%	100%	100%
5. Games and Gimmicks	Part II	14	100%	100%	100%	100%	100%	100%	100%	100%

FIGURE 10

Percent of Positive Responses on Workshop Questionnaires

MATH	Number of Participants	Expected Content 1	Workshop Conductor Answered Questions 2	Conductor Stated Goals 3	Conductor Knew Subject 4	Able to Interact 5	Workshop Organized 6	Recommend Workshop 7	Could Share Information 8
1. Math Problem Solving	17	100%	100%	100%	100%	100%	100%	100%	94%
2. Teaching The Facts	10	100%	100%	100%	100%	100%	100%	100%	100%
3. Manipulative Math	16	100%	100%	100%	100%	100%	100%	100%	100%
4. Metric Workshop	15	100%	100%	100%	100%	100%	100%	100%	100%
5. Math Lab	12	100%	100%	100%	100%	100%	100%	100%	100%
6. Math	17	100%	100%	100%	100%	100%	100%	100%	100%
7. MIT	34	100%	100%	100%	100%	100%	100%	100%	100%
8. Hoffman	37	81%	100%	84%	100%	100%	89%	83%	95%

FIGURE 11

Percent of Positive Responses on
Workshop Questionnaires

BEHAVIOR		Number of Participants	Expected Content 1	Workshop Conductor Answered Questions 2	Conductor Stated Goals 3	Conductor Knew Subject 4	Able to Interact 5	Workshop Organized 6	Recommend Workshop 7	Could Share Information 8
1. Handling Disruptive Behavior	A	20	50%	84%	94%	86%	95%	97%	50%	97%
2. Handling Disruptive Behavior	B	20	100%	100%	100%	100%	100%	100%	100%	100%
3. Handling Disruptive Behavior	C	13	84%	100%	100%	100%	100%	100%	100%	100%
5. Strategies For Children Who Cannot Pay Attention	A	16	100%	100%	100%	100%	100%	100%	100%	100%
6. Strategies For Children Who Cannot Pay Attention	B	15	87%	100%	94%	100%	100%	100%	81%	87%
7. Strategies For Children Who Cannot Pay Attention	C	15	100%	100%	100%	100%	100%	100%	100%	100%
8. Motivational Strategies For The Non-Academic		10	100%	100%	100%	100%	100%	100%	100%	100%
9. Communication Skills For The Non-Academic		15	93%	93%	93%	93%	93%	93%	93%	97%
4. Handling Disruptive Behavior	D	8	100%	100%	100%	100%	100%	100%	100%	100%

FIGURE 12

Percent of Positive Responses on Workshop Questionnaires

MEDIA	Number of Participants	Expected Content 1	Workshop Conductor Answered Questions 2	Conductor Stated Goals 3	Conductor Knew Subject 4	Able to Interact 5	Workshop Organized 6	Recommend Workshop 7	Could Share Information 8
1. Instructional Media	16	100%	100%	100%	100%	100%	100%	100%	100%
2. Media Workshop	18	100%	100%	100%	100%	100%	100%	100%	100%
3. Media	15	100%	100%	100%	100%	100%	100%	100%	100%

FIGURE 13

Percent of Positive Responses on Workshop Questionnaires

BLACK VALUES	Number of Participants	Expected Content 1	Workshop Conductor Answered Questions 2	Conductor Stated Goals 3	Conductor Knew Subject 4	Able to Interact 5	Workshop Organized 6	Recommend Workshop 7	Could Share Information 8
1. Black Values	17	100%	100%	100%	100%	94%	100%	100%	100%

FIGURE 14

Percent of Positive Responses
Workshop Questionnaires

COGNITIVE AND AFFECTIVE SKILLS	Number of Participants	Expected Content 1	Workshop Conductor Answered Questions 2	Conductor Stated Goals 3	Conductor Knew Subject 4	Able to Interact 5	Workshop Organized 6	Recommend Workshop 7	Could Share Information 8
1. Cognitive and Affective Skills	14	100%	100%	100%	100%	100%	100%	100%	100%

FIGURE 15

Percent of Positive Responses on Workshop Questionnaires

LEARNING PROBLEMS	Number of Participants	Expected Content	Workshop Conductor Answered Questions	Conductor Stated Goals	Conductor Knew Subject	Able to Interact	Workshop Organized	Recommend Workshop	Could Share Information
		1	2	3	4	5	6	7	8
1. Learning Problems and Learning Disabilities	13	100%	100%	100%	100%	100%	100%	100%	100%

FIGURE 16

Percent of Positive Responses on Workshop Questionnaires

PLAN *	Number of Participants	Expected Content 1	Workshop Conductor Answered Questions 2	Conductor Stated Goals 3	Conductor Knew Subject 4	Able to Interact 5	Workshop Organized 6	Recommend Workshop 7	Could Share Information 8
1. Plan I	23	100%	100%	100%	100%	100%	100%	92.4%	100%
2. Plan II	21	99.4%	100%	100%	100%	99.4%	99.4%	100%	100%

* PROGRAM FOR LEARNING IN ACCORDANCE WITH NEEDS

ANALYSIS

The primary dependency for evaluative information contained in this report of the Title I Summer Inservice Program rests upon the responses to questionnaire items by workshop leaders and participants.

Questionnaire, Inservice Leaders. From among the 30 workshop leaders who completed the questionnaire overall response to the Inservice was 80% positive. Nine percent of the responses were negative responses, 23% were for Item 3, "Was time allotment sufficient for your purpose?", and 31% of the negative responses related to Item 8, 8a, and 8b, "Do you think that sufficient information was disseminated prior to the sessions?" (a) leader, (b) participant. Eleven percent of the 30 respondents failed to respond to one or more items. All except two of the "no responses" were limited to questions 6 through 9. These items appear on the back side of the questionnaire and that page apparently was overlooked by several of the workshop leaders.

The two items which received the highest percentage of positive responses were Item 1, "Do you feel that the workshop you conducted was successful?" (100%), and Item 7, "Do you feel that the subject content of your presentation met the needs of the participants?" (87%). See Figure 5 for a more complete report.

Questionnaire, Inservice Participants. Enrollment figures indicate that a total of 638 participants were involved in one or more inservice presentation. Six hundred and ninety-two questionnaires were completed. Persons who attended more than one workshop session completed a questionnaire of each session. Conversely, not all workshop participants completed the questionnaire. However, the number of responses received was sufficient to provide evaluation information.

The overall responses of workshop participants was 97% positive. Individual item responses varied slightly from 93% positive to 99% positive. Item 1, "Expected Content", has a 94% positive response; Item 2, "Conductor answered questions", received a 99% positive reply; Item 3, "Conductor stated goals", was 98% positive; Item 4, "Conductor knew subject", was given a 99% approval; Item 5, "Able to Interact", also was 99% positive; Item 6, "Workshop Organized", scored 97% agreement; Item 7, "Recommend Workshop", with a 93% was lowest in agreement; and Item 8, "Could share information", was given a positive marking of 97%. A more detailed report by individual workshops responses is in Figures 6 through 16.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion. The Title I Summer Inservice Program is considered a valuable component of the educational system by a large majority of persons involved in it. The continuation of an inservice program is desired by a large majority of educational personnel.

Recommendation. The inservice component should continue to be an important part of the educational system not only during summer programs but throughout the school year.

Conclusion. Inconvenience and some confusion was experienced by several workshop leaders and participants because of limited information disseminated prior to the inservice beginning.

Recommendation. Selection of workshop leaders and content areas should be made as far in advance of workshop beginning as possible. Having more time for preparation could contribute much toward the workshop leaders presentation in terms of organization of content. More detailed description of workshop content would provide the prospective participant with a knowledgeable basis for selection.

APPENDICES

APPENDIX A

WORKSHOP EVALUATION FORM

One purpose of the Title I Inservice Program is to identify inservice training that works well with St. Louis teachers. This evaluation form will be used to make decisions about future inservice offerings. Your frank responses to the following items will be appreciated.

Name of your school	Position: teacher, aide, etc.	No. of days attended

Date	Public	Nonpublic	Workshop Name

DIRECTIONS FOR RECORDING RESPONSES ON ANSWER SHEET

Read each statement carefully. Then indicate whether you agree, probably agree, probably disagree, or disagree with each statement. Mark your answers in the following manner:

If you AGREE with the statement, Circle "A" . . . . [✓ A] PA PD D

If you are somewhat uncertain, but PROBABLY AGREE with the statement, Circle "PA: . . . . A [✓ PA] PD D

If you are somewhat uncertain, but PROBABLY DISAGREE with the statement, Circle "PD" . . . . A PA [✓ PD] D

If you DISAGREE with the statement, Circle "D" . . . . A PA PD [✓ D]

1.	The content of this workshop was as good or better than I expected it to be	A	PA	PD	D
2.	The conductor of this workshop was genuinely interested in answering our questions.	A	PA	PD	D
3.	The conductor of this workshop made a clear statement of goals.	A	PA	PD	D
4.	The conductor of this workshop knew what he was talking about.	A	PA	PD	D
5.	I felt at ease and able to interact in this workshop.	A	PA	PD	D
6.	This workshop was conducted in a well-organized fashion.	A	PA	PD	D
7.	I would recommend this workshop to my colleagues.	A	PA	PD	D
8.	I could share with my colleagues the ideas or methods learned during the inservice program.	A	PA	PD	D

9. Please list the most important ideas presented in this workshop.

   Rank them in importance.

   (a)

   (b)

   (c)

   (d)

10. List the ideas you intend to use in your work situation.

   (a)

   (b)

   (c)

   (d)

ADDITIONAL COMMENTS:

APPENDIX B

TITLE I INSERVICE CENTER STAFF INTERVIEW QUESTIONS

1. What suggestions do you have for improving the Inservice Center Evaluation, i.e. workshop evaluations, overall evaluation of the Center?

2. How long have you been a staff member of the Inservice Center? ____________

3. What is your job title and responsibilities? ______________________

4. How is the Inservice Center organized--line and staff?

5. In what ways are you involved in decision making?

6. What are some areas wherein decisions are made in which you are not involved, but should be involved?

7. Describe the process for assessing teachers' inservice needs?

8. Number and kind of resource instructors:

   (a) Inservice Center Staff ______. (No.)

   (b) Non-Center Staff - St. Louis Board employee ______. (No.)

   (c) Non-Center Staff - Non St. Louis Board employee ______. (No.)

9. To what extent do you feel that the Inservice Center is meeting its objectives? Discuss.

10. Describe the process of selection for Inservice Center materials which are available for clients' use.

11. To what extent have clients (teachers, paraprofessionals, principals, etc.) made use of Inservice Center materials?

12. Do you have any suggestions for ways, other than those used now, in which the Inservice Center might serve its clients?

APPENDIX C

SUMMARY OF TITLE I INSERVICE CENTER STAFF INTERVIEWS

A face-to-face interview was conducted with each member of the Inservice Center Staff, excluding secretarial members. The interviews were based on 12 interview questions.

The interviews were conducted March 26 through March 29, 1974.

Summary of Responses

I. What suggestions do you have for improving the Inservice Center Evaluation, i.e., workshop evaluations, overall evaluation of the Center?

1. Clean up present Workshop Evaluation Form, especially items #1, #7, #9 (see Appendix A) - remove school name.
2. Conduct follow-up evaluation of workshop participants, i.e., classroom application of skills learned in workshops.
3. On-site observations of each workshop by the evaluator.
4. Make an assessment of staff's team relationships.
5. Base evaluation of workshops on workshop consultant's objectives - some type of pre-post measure.
6. Continue summative evaluation of total workshop experiences.

II. How long have you been a staff member of the Inservice Center?

1. 2 years - 4
2. 1 year - 1
3. Less than 1 year - 1

III. What is your job title and responsibilities?

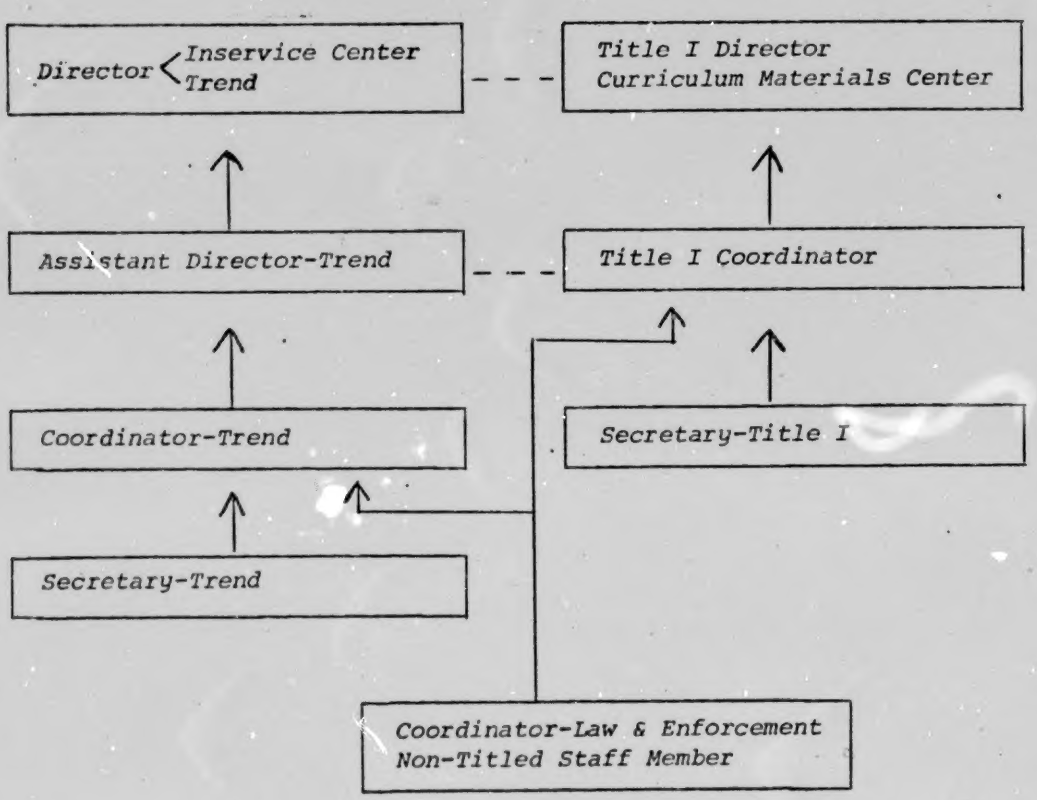
Job Title	Job Responsibilities
Divisional Assistant	Director of Curriculum Materials Center; Resource Instructor - Center Schools; Hoffman Laboratory Program Consultant; Publish St. Louis Board of Education list of available supplemental materials; Liaison - Title I, District Curriculum Committees.

Director, Project Trend and Inservice	Overall responsibility for Inservice Center: coordination of staff as a unit.
Coordinator, Law and Enforcement	Resource Instructor; develop potential workshops; work with classroom teachers in their schools.
Coordinator, Project Trend and Acting Director - Trend and Inservice	Resource Instructor; Trend responsibilities - scheduling and coordinating workshops, acting as Trend resource person; Budget Inservice Center responsibilities - processing workshop applications, recruitment, budget, assist Director.
Title I Inservice Coordinator - Nonpublic Title I Coordinator	Resource Instructor, 40% of time at Inservice Center; Coordinator Nonpublic 60% of time.
(Staff member - non-titled)	Responsibilities not yet clearly specified; planning workshops; aiding staff; aiding Director.

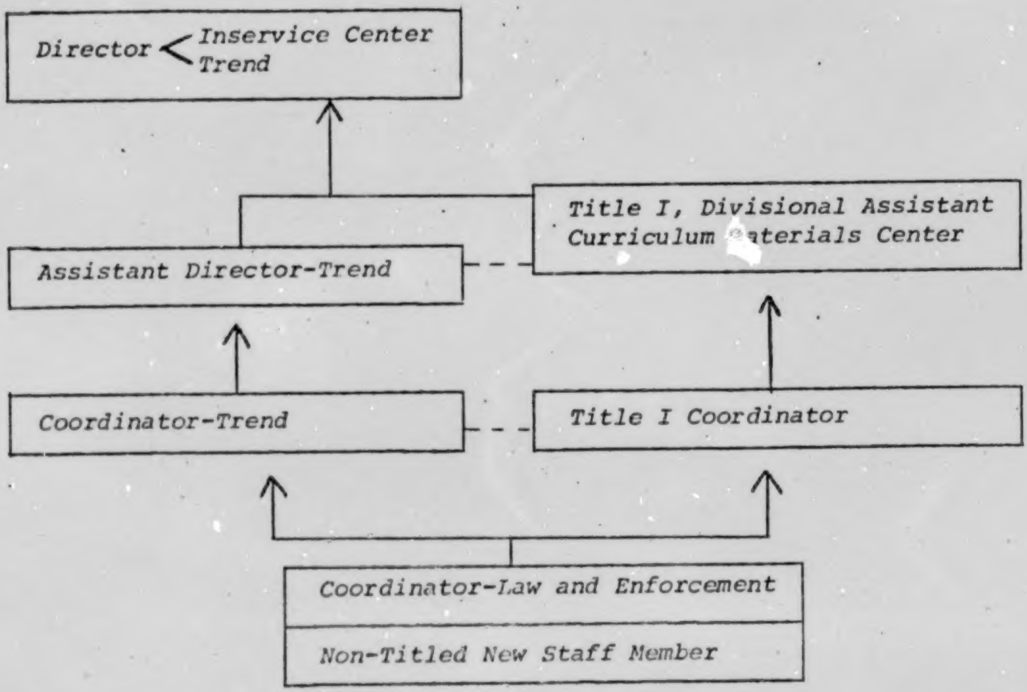
IV. *How is the Inservice Center organized - - line and staff?*

The diagrams on the following pages represent the five different line and staff organizational patterns *as seen by the staff*.

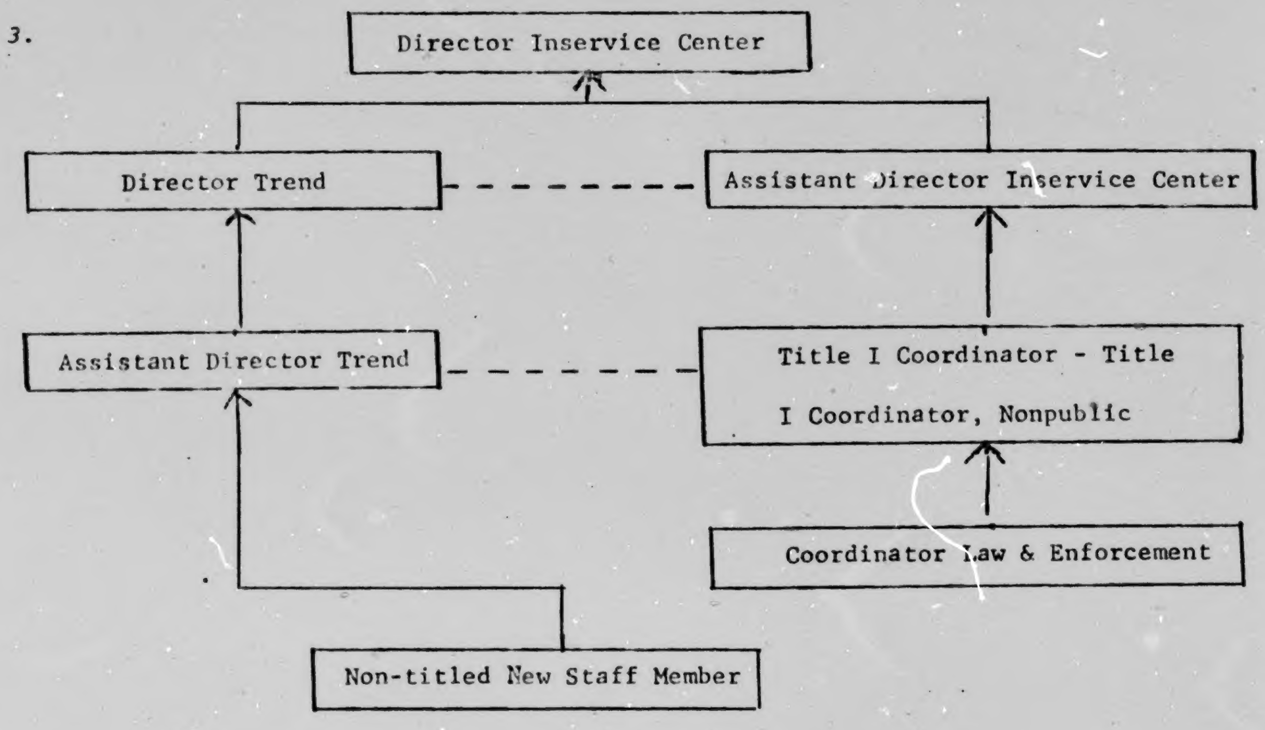
1.


Director < Inservice Center / Trend
Title I Director
Curriculum Materials Center
Assistant Director-Trend
Title I Coordinator
Coordinator-Trend
Secretary-Title I
Secretary-Trend
Coordinator-Law & Enforcement
Non-Titled Staff Member

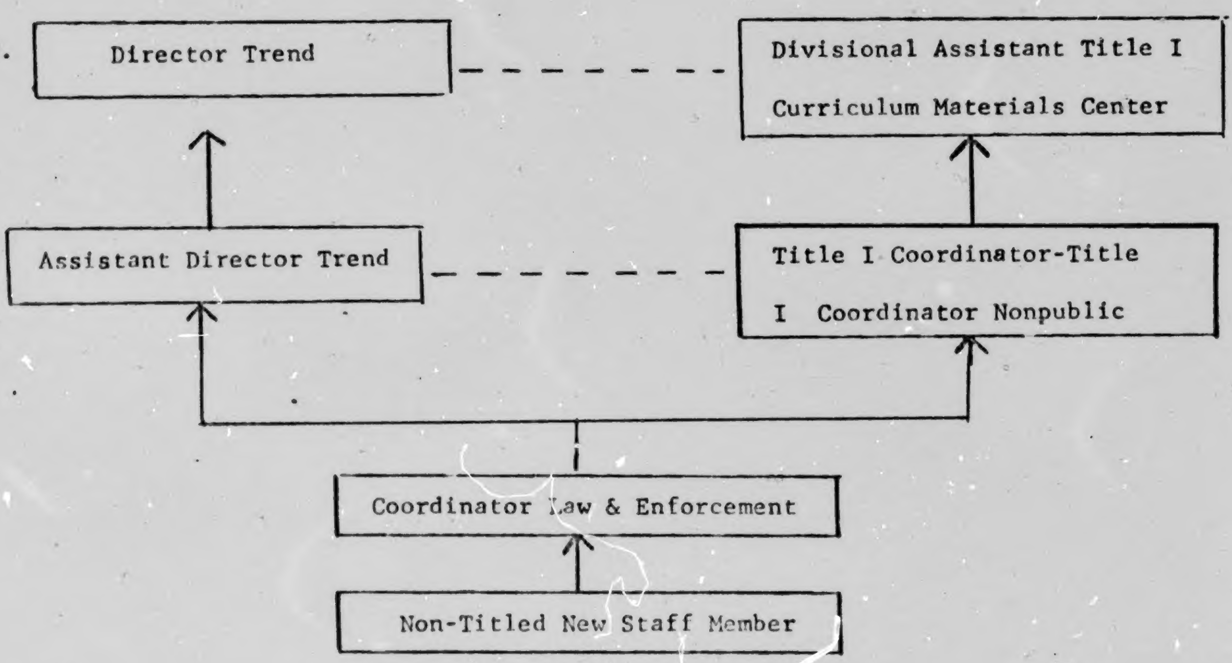
2.


Director < Inservice Center / Trend
Title I, Divisional Assistant
Curriculum Materials Center
Assistant Director-Trend
Coordinator-Trend
Title I Coordinator
Coordinator-Law and Enforcement
Non-Titled New Staff Member

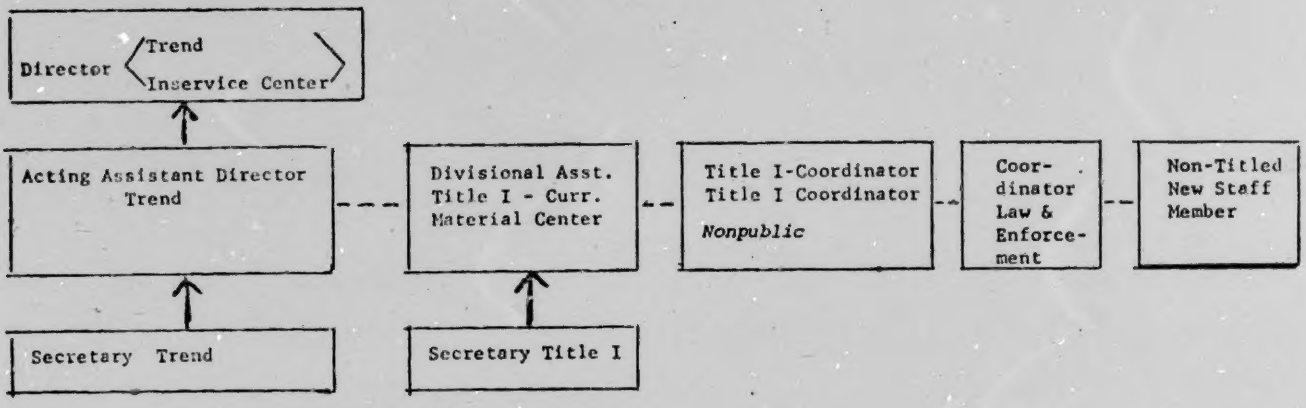
3.


Director Inservice Center
Director Trend
Assistant Director Inservice Center
Assistant Director Trend
Title I Coordinator - Title I Coordinator, Nonpublic
Coordinator Law & Enforcement
Non-titled New Staff Member

4.


Director Trend
Divisional Assistant Title I Curriculum Materials Center
Assistant Director Trend
Title I Coordinator-Title I Coordinator Nonpublic
Coordinator Law & Enforcement
Non-Titled New Staff Member

5.


Director
Trend
Inservice Center
Acting Assistant Director Trend
Divisional Asst. Title I - Curr. Material Center
Title I-Coordinator Title I Coordinator Nonpublic
Coor-dinator Law & Enforce-ment
Non-Titled New Staff Member
Secretary Trend
Secretary Title I

V. In what ways are you involved in decision making?

1. *Director makes all decisions.*
2. *Incidentally.*
3. *As a respondent to decisions after they have been made.*
4. *Indirectly - more informal than formal.*
5. *In selecting courses and structure for workshop.*
6. *In no way.*
7. *Having input on all decisions.*
8. *Suggesting additional staff members.*
9. *Everyone acts as Director at various times.*

VI. What are some areas wherein decisions are made in which you are not involved, but should be involved?

1. *Selecting of, hiring of, determining qualifications of additional staff members.*

2. *Selection and development of long and short range goals for staff and Center.*

3. *Decision-making process.*

4. *Determining organizational structure of Center and staff.*

5. *Development, improvement and expansion of workshops and Inservice Center.*

6. *All areas where boundaries of Trend and Title I are not clearly defined.*

VII. Describe the process for assessing teachers' inservice needs? All staff members, excluding the new staff member, described the process accurately as summarized below.

Summary of process: An Inservice Needs Assessment survey was conducted by Inservice Center Staff. Input comes from teachers, administrators and aides. A list of inservice training topics and a response form was sent to teachers, administrators, and aides in order to assess their wishes for inservice training. The data from this survey was tallied and analyzed to provide a basis for developing future inservice plans. Feedback to Inservice Center staff from workshop evaluations also provide data for future inservice plans. These data provide the justification for organizing a workshop.

VIII. Number and kind of resource instructors: There was some variation of responses on b and c as indicated.

a. Inservice Center Staff	
(1) Certificated	6
(2) Non-Certificated	3
b. Non-Center Staff - St. Louis Board employee	4-10
c. Non-Center Staff - Non St. Louis Board employee	3-15

IX. To what extent do you feel that the Inservice Center is meeting its objectives? Discuss.

Summary:

Areas wherein the Inservice Center is not meeting its objectives:

1. Don't know of any Inservice Center objectives - each workshop leader has own objectives.

2. Expansion of services and physical plant.

3. Meeting needs of more teachers.

4. Making teachers aware of Inservice Center and its services.

Areas wherein the Inservice Center is meeting its objectives:

1. Providing materials for loan to teachers.

2. Providing cross district workshops.

3. Servicing needs of teachers, administrators, and aides as expressed by Needs Assessment Survey.

4. Getting more people to visit Inservice Center.

5. Getting more principals to encourage and to release teachers for Inservice Center services.

6. Encouraging Center staff growth and development through attendance at professional meetings, and through communication with outside Centers providing similar services.

7. Providing inservice workshops in Language Arts area.

X. Describe the process of selection for Inservice Center materials which are available for clients' use.

Summary:

1. Suggestions may originate from any one or a combination of the following sources - Center staff, a teacher, an administrator, curriculum specialists, other certified personnel, District Curriculum Committees.

2. All material initially screened by Title I Director of Curriculum Materials Center and Coordinator for Law and Enforcement, and then certified personnel.

3. All materials previewed, tested, and evaluated by teachers.

4. Based on field evaluation material that meets teachers' needs are placed on file.

5. Material not receiving favorable evaluation returned to publisher.

6. Director of Curriculum Materials Center writes up summary, publishes it and recommends purchase.

7. Staff may select whatever materials and/or equipment they deem necessary for conducting workshops.

XI. To what extent have clients (teachers, paraprofessionals, principals, etc.) made use of Inservice Center materials?

Summary:

Eligible Title I Teachers - have been the greatest users of Inservice Center materials with a very high daily percentage.

Title I Personnel - (a) Reading Improvement team members have used services more than any other clients. (b) Nonpublic Title I personnel have also made adequate use of materials.

Administrators - many have availed themselves of materials for use in District and faculty meetings related to Title I activities.

Instructional Aides - have made considerable use of Center materials.

Harris Teachers College - students and faculty have utilized materials quite a bit although having workshops in same building with curriculum materials have facilitated the use and dissemination of materials, the greatest users are the people who have previous knowledge of availability of Center materials.

XII. Do you have any suggestions for ways, other than those used now, in which the Inservice Center might serve its clients?

There were a total of 28 suggestions made by the staff. These have been divided into four general categories: (1) training, (2) staff, (3) services, and (4) facilities. The order of categories and the order of suggestions within categories is not meant to be indicative of staff priorities.

A. Training

1. Train teachers to serve as resource persons and workshop leaders in their schools.
2. Provide training for schools' administrative personnel, i.e., first-year administrators, veteran administrators, research evaluators.
3. Provide training for total school faculties on organization and group dynamics.
4. Recruit more workshop leaders for Inservice Center from within system.
5. Provide training for probationary teachers.

B. Services

1. Provide accreditation and undergraduate credit for participants in cooperation and consultation with Harris Teachers College.
2. Center should become a professional meeting place, i.e., a place for sharing ideas and concerns; discussing problems, engaging in professional fraternization.
3. Initiate and continue a publicity effort that will make system's personnel aware of services and materials of the Inservice Center.
4. Increase total number of workshops.
5. Develop a professional library for client's use.
6. Provide late evening services, i.e., open Center from 6-8 p.m.
7. Provide library type resource reference service to teachers and administrators.
8. Develop mini-courses for use by teachers in their classrooms.

C. Staff

1. Inservice Center should have only one Inservice Staff.

2. Develop clear-cut line-staff organization and line-staff responsibilities.

3. Increase total number of Inservice Center staff meetings.

4. Implement team or total staff approach to decision making.

5. Develop a strong team approach to total Inservice Center operation.

6. Select a Director of Inservice Center.

D. Facilities

1. Expand physical plant.

2. Develop Center as Inservice hub with satellite Centers throughout system.

3. Provide a federal "umbrella" type budget, i.e., a pooling of federal funds geared toward a joint inservice effort.

Conclusions

1. The present workshop evaluation form needs revising or an alternative instrument developed.

2. Follow-up evaluations should be a part of overall center evaluation.

3. Continuation of summative type evaluation of total workshop experience.

4. There is a need for an assessment of staff's team relationship.

5. Staff has differing views on lines of authority and responsibilities.

6. Staff indicated a definite need for clarification of roles and responsibilities.

7. All staff members indicated a desire for a closer working relationship in providing inservice for Center's clients.

8. Staff members differ on role responsibilities and how individual members should participate in decision making process.

9. Workshops are presented in terms of feedback data from an assessment of teachers' inservice needs.

10. Objectives of Inservice Center not clear to all staff members.

11. The process of selection and dissemination of Inservice Center materials through services of Curriculum Materials Center is well-known and supported by all staff members.

12. Inservice Center materials are being used by a variety of the system's school personnel.

13. There are many ways in which the Inservice Center might provide greater inservice for school system's personnel.

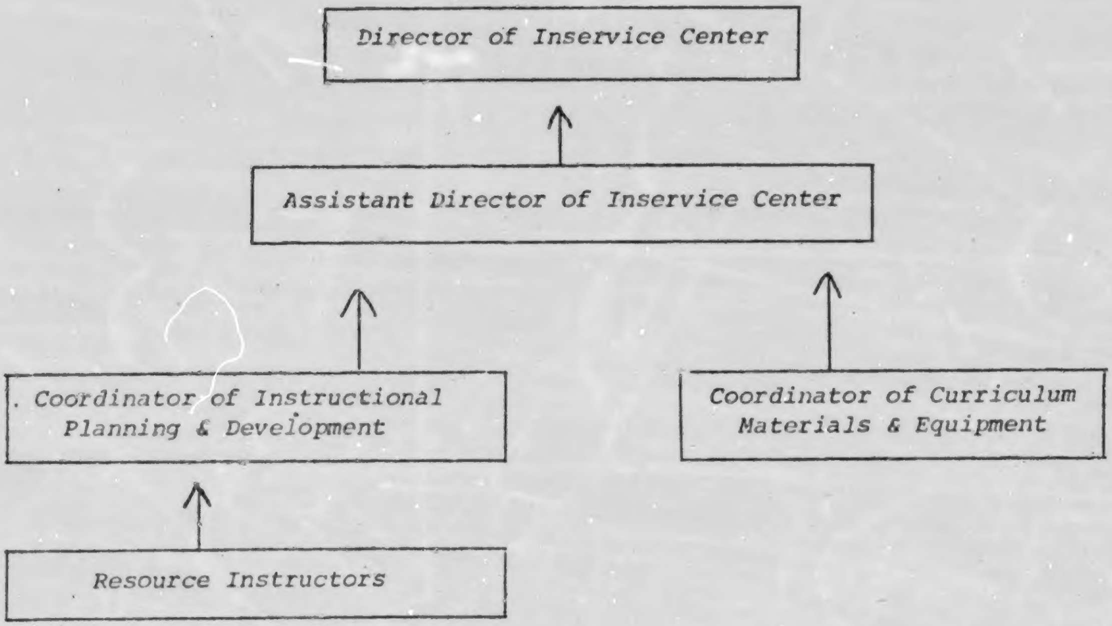
Recommendations

The following recommendations are made based on the Title I Inservice Center interviews.

1. Top priority should be given to development of clear-cut line-staff responsibilities and relationships.

2. Merge Inservice Center staff so that there is only one Inservice Center staff, rather then a Trend Staff and a Title I Staff.

3. Implement the following structural organization of staff or one similar to it:


Director of Inservice Center
Assistant Director of Inservice Center
Coordinator of Instructional Planning & Development
Coordinator of Curriculum Materials & Equipment
Resource Instructors

4. Provide systematic means for staff input into decision-making process, especially in the following areas:

   (a) Inservice Center reorganization
   (b) Planning and development
   (c) Development of Inservice Center goals and objectives
   (d) Staff selection

5. Inservice Center staff continue efforts towards working together in providing inservice for school personnel.

6. Physical facilities of Inservice Center should be expanded, i.e., use the total facilities of Euclid Branch #1 to house Center.

7. Expand number of resource instructors so that Inservice Center might expand services and training capabilities. (See section XII, A and B.)

8. Expand concept of inservice center idea so that it will accommodate total inservice needs, i.e., creation of district inservice centers which are coordinated through a "central" Inservice Center.

9. Each workshop consultant have some objective means of assessing accomplishment of the objectives which he has set for his particular workshop.

10. Develop a workshop evaluation form which will give a participant more objective assessment of workshops.

11. Periodic follow-up evaluations (i.e., 2 Mo., 3 Mo., 6 Mo.) of practical application of workshop ideas by participants should be initiated.

12. Evaluator meet with Inservice staff and set up evaluation design which will provide information useful to staff.

13. Federal inservice funds from the various funding agencies should be coordinated under one "umbrella" type inservice budget.

14. Continue housing loan service of curriculum materials and equipment in same facility wherein workshops are conducted.

APPENDIX D

SUMMARY OF NEW CLASSROOM TECHNIQUES

N = 267

		NUMBER OF PARTICIPANTS RESPONDING	PERCENTAGE OF PARTICIPANTS RESPONDING
Please check one:	____ I am a R/15 Teacher	23	8.6
	____ I am a RIT Teacher	24	8.9
	____ I am a Reading Aide	18	6.7
	____ I am a Reading Assistant	30	11.2
	____ I am a Remedial Reading Teacher	18	6.7
	____ I am a Classroom Teacher	154	57.1
	TOTAL	267	

1. Please think of the various techniques which you yourself have tried out in your own classroom during the past school year.

		NUMBER OF PARTICIPANTS RESPONDING	PERCENTAGE OF PARTICIPANTS RESPONDING
Please check one:	____ I have tried some.	241	(1) 90.2
	____ I have tried none. (If none, please skip to Question 8.)	26	9.7
	TOTAL	267	
We would like you to consider the new classroom technique which you regard as most significant or interesting. Please describe it briefly. What specifically did you do?		233	(2) 87.2

2. The classroom technique you just described can be "original with you" (i.e., you invented it), or you "got it from somewhere else." Please check below the position that best describes your technique.

		NUMBER OF PARTICIPANTS RESPONDING	PERCENTAGE OF PARTICIPANTS RESPONDING
1	____ Original with me (to the best of my knowledge).	47	(3) 20.1
2	____ Got it somewhere else and made major changes.	46	19.7
3	____ Got it somewhere else and made minor changes.	127	54.5
4	____ Got it somewhere else without making any changes.	40	17.1
	TOTAL	260	

3. If not totally original, where did you get it? (Check as many as apply.)

	NUMBER OF PARTICIPANTS RESPONDING	PERCENTAGE OF PARTICIPANTS RESPONDING
____ Inservice Center Workshop	138	(4) 79.7
____ Teacher in this school	25	14.4
____ My Principal	4	2.3
____ Magazine, journal or newspaper	64	36.9
____ District Workshop	27	15.6
____ Workshop, conference or institute outside the school system	40	23.1
____ Book	36	20.8
____ Student	3	1.7
____ Local curriculum materials	17	9.8
____ Teacher in another school	31	17.9
____ Outside consultants	15	8.6
____ University class	41	23.7
____ Supervisor, coordinator, curriculum specialist	11	6.3
____ A parent	0	0.0
____ Guidance or social worker	4	2.3
____ Material sent from Xerox Corp.	1	0.5
TOTAL	457	

(1) Percentages based on 267 respondents.
(2) Percentages based on 267 respondents
(3) Percentages based on 233 respondents describing a technique in Question #1.
(4) Percentages based on total responses of #2, #3, #4 in Question #2.

	NUMBER OF PARTICIPANTS RESPONDING	PERCENTAGE OF PARTICIPANTS RESPONDING
4. How did you hear about it? (Check as many as apply.)		
____ Formal explanation	75	32.1 (5)
____ Informal conversation	65	27.9
____ Observed it in use	70	30.0
____ Special demonstration	65	27.9
____ Audiovisual (film, TV, slides, tape, etc.)	20	8.5
____ Written account	60	25.7
TOTAL	355	
5. As far as you know, to what extent is the technique you described being used by other teachers? (Please check one.)		(6)
1 ____ To a great extent (at least once weekly.)	25	10.7
2 ____ Quite a bit (at least once monthly.)	21	9.0
3 ____ To some extent (once every two or three months.)	51	21.8
4 ____ A little (two or three times a year.)	50	21.4
5 ____ Not at all	50	21.4
____ I do not know	29	12.4
TOTAL	226	
6. How often in the past year have you told other teachers about this particular classroom technique?		(7)
1 ____ Often	60	25.7
2 ____ Several times	74	31.7
3 ____ Once or twice	73	31.3
4 ____ Never	16	6.8
TOTAL	223	
7. To what extent are you likely to use this technique you have just described again?		(8)
1 ____ To a great extent (at least once weekly.)	137	58.8
2 ____ Quite a bit (at least once monthly.)	61	26.1
3 ____ To some extent (once every two or three months.)	16	6.8
4 ____ A little (two or three times a year.)	12	5.1
5 ____ Not at all	0	0.0
TOTAL	226	
8. To what extent do you feel that new techniques are being used in other classrooms in your school to improve pupil learning?		(9)
1 ____ To a great extent (at least once weekly.)	57	21.3
2 ____ Quite a bit (at least once monthly.)	64	23.9
3 ____ To some extent (once every two or three months.)	72	26.9
4 ____ A little (two or three times a year.)	33	12.3
5 ____ Not at all	11	4.1
____ I do not know	15	5.6
TOTAL	252	
9. Looking at yourself as a teacher, how much time and energy do you put in on new classroom techniques----ones you have discovered or adapted?		(10)
1 ____ A lot	67	25.0
2 ____ Quite a bit	115	43.0
3 ____ Some	61	22.8
4 ____ A little	10	3.7
5 ____ None	0	0.0
	253	

(5) - (8) - Percentages based on the 233 respondents describing a technique in Question #1.
(9) & (10)- Percentages based on 267 respondents

10. During this past year, about how many new classroom techniques would you say you tried out?

		NUMBER OF PARTICIPANTS RESPONDING	PERCENTAGE OF PARTICIPANTS RESPONDING (11)
1 ____	0-1	8	3.0
2 ____	2-4	100	37.5
3 ____	5-8	95	35.5
4 ____	9-12	28	10.4
5 ____	13 or over	27	10.1
	TOTAL	258	

11. If they were not totally original, where did you get them? (Check as many as apply.)

		NUMBER OF PARTICIPANTS RESPONDING	PERCENTAGE OF PARTICIPANTS RESPONDING (11)
____	Inservice Center Workshop	219	82.0
____	Teachers in the school	116	43.4
____	My Principal	23	8.6
____	Magazine or journal	150	56.1
____	District Workshop	70	26.2
____	Workshop, conference or institute outside the school system	72	26.9
____	Book	102	38.2
____	Student	28	10.4
____	Local curriculum materials	45	16.8
____	Teacher in another school	81	30.3
____	Outside consultants	34	12.7
____	University class	67	25.0
____	Supervisor, coordinator, curriculum specialist	39	14.6
____	A parent	5	1.8
____	Guidance, or social worker	9	3.3
	Summer-Board Title I Workshops at WSHS -1972	1	0.3
	Other Reading Aides	1	0.3
	TOTAL	1,062	

12. How many of the new classroom techniques, that you have tried, would you use again?

		NUMBER OF PARTICIPANTS RESPONDING	PERCENTAGE OF PARTICIPANTS RESPONDING (11)
1 ____	0-1	8	3.0
2 ____	2-4	125	46.8
3 ____	5-8	83	31.0
4 ____	9-12	15	5.6
5 ____	13 or over	25	9.3
	TOTAL	256	

(11) - All percentagés on this page based on 267 respondents.

ADMINISTRATION

The only real justification for an administrative task is that the task contributes to the educational process within the schools. When one examines the voluminous paperwork tasks required by the SEA and USOE one must question the contribution of each task required by that paperwork.

Administrators, we believe, should be spending their time supporting instructional activity, assessing instructional activity, and improving instructional activity. Instead they are forced by the media presented them to duplicate efforts, to confine themselves to the collection of data and to be excessively cautious that guidelines not be violated.

In law there is both the letter and the spirit. Guidelines for Federal aid to education also have a letter and a spirit. However, the paperwork is most concerned with the letter. The spirit (i.e., that educationally and economically disadvantaged children receive effective, supplementary, remedial instruction) is often difficult to achieve because much of the time that could be spent by LEA and SEA administrators in improving instruction is actually spent complying impulsively with the letter.

It is our recommendation that the amount of paperwork required by LEA administrators be drastically reduced. A careful examination of required forms will show that much of the data has been reported elsewhere. Forms should be examined, abbreviated where possible, and even eliminated in some cases.

A reduction in the volume of paperwork would have two immediate effects:

(1) It would eliminate many of the opportunities for error and contradictory data.

(2) It would make administrators more accountable for quality instruction.

EVALUATION

In the past, evaluation of Title I programs within the St. Louis Public Schools have been conducted under the supervision of the Director of the Division of Evaluation & Research, renamed in 1972-73 the Division of Planning & Program Development. During 1973-74, a reorganization of lines of responsibility occurred. The four full-time Title I evaluators (three Title I and one Nonpublic) are presently a part of a ten and one-half member team responsible to the Director of Evaluation. The Director of Evaluation reports to the Superintendent of Schools and thus is independent of the Director of Planning & Program Development. The new organizational scheme insures, to a large extent, the independence of evaluation while allowing for continued interdivisional communication and cooperation.

Two of the four Title I evaluators were working throughout the 1973-74 school year, while the two remaining evaluators entered the Division later - one in November and one in December, 1973. Eight Title I projects were divided among the four-person team with one member serving as coordinator. The four evaluators are supported by three clerk-typists and one clerk statistician. The statistician assists with tasks such as tabulating data, designing graphs, and computing simple statistics. Responsibility for a ninth component, Administration and Evaluation, rested with the Director of Evaluation. Each evaluation proceeded through a design phase during which evaluators reviewed guidelines and program descriptions, conferred with administrative personnel, read past evaluations and wrote tentative designs. Those tentativ designs were reviewed by other members of the Division of Evaluation and by appropriate administrators. Finally, revisions were made and a final design acceptable to both evaluators and administrators was written. The final design was flexible in that, should unforeseen contingencies arise which would warrant changes, alterations could be made at any time.

Recognizing that the informational needs of decision makers at various levels were different, the design format was arranged to answer the needs of decision makers at three levels: (1) Federal and State, (2) Board of Education and Superintendent, and (3) Project Director. Data to be collected, procedures for the collection of data, timetables and responsibilities were delineated and a simple PERT chart was prepared for each program evaluation.

Evaluations were begun and continued for the remainder of the year. Interim reports were prepared at mid-year and were disseminated to appropriate administrators. Some changes in programs were made as a result of the findings reported, and administrators were able to make suggestions to evaluators which resulted in improvement in the overall quality of the evaluations.

Final reports were written during the summer of 1974 and dissemination activities began. Dissemination formats resulted from the needs of the different audiences. In some cases, full written reports were needed; in other cases, an abstract was the appropriate vehicle. Oral presentation utilizing audiovisual aides were made to different audiences. Dissemination audiences included Federal and State administrators, members of the St. Louis Board of Education, the Superintendent and his staff, project directors, and project staffs and parents.

The real test as to the worth of the evaluations will be determined by the extent to which projects are improved based upon recommendations made by evaluators. Further communication between evaluators and administrators will determine the extent to which change will occur, and the 1974-75 evaluation will be greatly influenced by the reactions of decision makers to the evaluations prepared during the 1973-74 school year.

FISCAL YEAR 1974

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

PART II – A

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA *St. Louis Public Schools* County Code *115* LEA Code *115*

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity.** Do not leave blanks. **Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report *Component IX: Kindergarten Extended Day* [✓ RY] Su (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent
( ) Counselor
( ) Classroom teacher
( ) Principal
( ) Other (specify) *Staff of the Division of Evaluation*
Evaluator: Helen Young

Name and Title of the person primarily responsible for evaluation of this activity.
Dr. Jean José
Telephone Number *314-865-4550*

3. Indicate, in number of weeks, the length of time this activity operated.

26 Regular year ______ Summer

4. Indicate the number of public school children eligible for Title I programs, involved in this activity.

1437 Regular year from grades *Kg.* | ______ Summer from grades ______

5. a. Indicate the number of participants in which pre and post evaluation is available.

1437 Regular year | ______ Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any)

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period
2 - 5	*60 - 180 minutes*

7. What were the objectives of this activity? *Failure to list the objective will result in rejection of the evaluation.*

See Component IX

See Component IX

Name of instructional activity evaluated in this report Kindergarten Extended Day

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. **The tables below are minimums.** Feel free to submit such other data as may be pertinent to the evaluation of the activity.

Name of test used: ______________

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN

Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities.

No. of weeks between tests ______________

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One)

	NUMBER OF STUDENTS BY GRADE LEVEL														
GAINS	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.															
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month															
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.															
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.															
TOTAL															Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains: Prior average yearly gain $= \frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$ See back of page 4

	NUMBER OF STUDENTS BY GRADE LEVEL												
Prior Gains	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 – .70 yrs.	☒												
.71 – 1.00	☒												
1.01 – 1.50	☒												
1.51 & over	☒												
TOTAL	☒												Grand Total

* Include only those students who had both pre and post tests and are included in this evaluation.

See Component IX

Page 3
Part IIA
Instructional

Name of instructional activity evaluated in this report Kindergarten Extended Day

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached?

10. Based on the evidence presented on Page 2 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

11. Make recommendation of changes needed for this activity.

12. Describe any unique or innovative features of this activity.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

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KINDERGARTEN EXTENDED DAY PROGRAM (KED)

SUMMARY

The Kindergarten Extended Day Program initially opened January 18, 1974. It was basically a supplementary instructional after school and before school program for kindergarten pupils. The program aimed primarily at bridging the gap between the home environmental experience and school by providing intense instruction in the skills areas needed by pupils to function effectively in the primary grades. However, the main focus of instruction was placed on improving the verbal facilities of the students and their completion of the 1-S program by the end of the spring semester, 1974.

Each KED team consisted of one regular Board-paid kindergarten teacher, one Title I teacher, and one Title I aide. During the 1973-74 school year 66 classes operated in 25 schools located in 4 Title I school districts. Any pupil who scored 3.5 or below on a special teacher screening scale was eligible for inclusion in the KED program provided the pupil also met the requirements of the state guidelines. Approximately 1,437 pupils met the requirements and were included in the KED program.

An evaluation design was developed to monitor the implementation and success of the program. In addition, classroom observation, checklists, standardized tests, informal interviews, questionnaires, etc., were also used to gather data.

The objectives were formulated by a committee of persons representing all aspects of the program. Teachers set additional individual class objectives.

A Control group was obtained and was administered the same tests as the KED pupils, in order that comparisons of test results could be made between the KED and Control classes to determine if the KED experience had a differential effect.*

The Comprehensive Tests of Basic Skills (CTBS) post-test and the screening scale test results showed no significant difference between the scores of the KED and Control classes. However, these test results should not be construed as the sole factor in assessing the overall value of the program. Results from other evaluation devices indicated the merit of the program.

Major recommendations for the program are:

1. *Since the goals and objectives of certain aspects of the KED program (i.e., LAT) are best measured by the use of mastery criterion tests specifically developed for these components, it is important that these tests be used.*
2. *A replication of the study should be accomplished with KED and Control groups to compare results after the pupils' one-year experience in the KED program.*
3. *KED program should be continued and expanded during 1974-75 school year.*

---

* *Randomly selected pupils in Title I schools but not serviced by any special program.*

PROGRAM DESCRIPTION AND ORGANIZATION

January 18, 1974 marked the beginning of the Pilot KED Program for approximately 1,437 kindergarten pupils. This after school and before school program was a supplementary program designed to provide additional instruction based on diagnosed learning difficulties in the basic skill areas. Prescriptive instruction in the basic skills were interrelated with the affective, cognitive, and psychomotor domains. Priority was given to improving the pupil's verbal facility and completion of the 1-S program by the end of the 1974 spring semester.

Twenty-five KED schools were located in four Title I districts with 66 classes in operation. The program was implemented in selected Part C schools. (Part C schools were the 50% of eligible Title I schools with the highest percentage of ADC pupils.)

The pupils were placed in the KED program based on an average score of 3.5 or below on a special screening scale on which each pupil was rated by the regular kindergarten teacher (Board-paid). The screening scale contained 25 items with 5 response choices - the point value of 1 through 5, 1 being the lowest point value and 5, the highest. The pupil's score was obtained by adding all the points checked in each of the 25 items on the screening scale and the total sum divided by 25. The teacher checked the number in each item she felt most accurately described the pupil's ability, experience, and so on.

The primary objectives of the program were: (1) to bridge the gap between the home environment of the child and the required experiences of the school environment which the child encountered in the primary classroom, and (2) to complete the 1-S program by the end of the 1974 school year. In addition to the primary objectives, the following global objectives were included: development of basic skills in the areas of: (1) oral language, (2) auditory discrimination, (3) visual discrimination, (4) concept building, (5) extending vocabulary, (6) handwriting, (7) mathematics, and (8) personal and social growth. These objectives were formulated by persons representing the following areas: (1) kindergarten teachers, (2) primary teachers, (3) Title I Curriculum Specialists, (4) Title I Supervisor, and (5) Director of Federal Programs. Development of the above objectives was based on the congruence of general program objectives with the regular kindergarten curriculum and input from persons mentioned from the areas stated above.

In order to implement this program, each school was staffed with a team or teams of the following personnel: (1) one regular kindergarten teacher, (2) one Title I kindergarten teacher, (3) one Title I aide. Each pupil who participated in the KED program received daily instructions from the Board-paid teacher. Those pupils instructed by the regular teacher in the a.m. session worked with the Title I teacher and aide in the p.m. session.

EVALUATION

Many techniques were employed to evaluate the KED program such as: observation, informal interviews, questionnaires, use of a teacher screening scale, and use of a standardized test. The purpose of the above techniques was to: (1) obtain comprehensive data for evaluating the program, and for the state report, (2) determine if the program met stated objectives, (3) provide data for decision makers, and (4) to determine the needs for improving the program.

The first technique used was the Teacher Screening Scale administered on a pre-post basis at the beginning and end of the program to the KED and Control groups.

The results of both the KED (Experimental) group of approximately 529 pupils (randomly selected) and the Control groups (Title I and Non-Title I) of approximately 468 pupils (randomly selected) were compared to determine if the KED experience had made a difference in the achievement gain of the KED participants as compared with the Control groups. The results are summarized in Table 1.

TABLE 1

COMPARISON OF GAIN ON PRE-POST-TEST TEACHER SCREENING SCALE
FOR A RANDOM SAMPLE OF KED AND CONTROL GROUPS

PRETEST, JANUARY, 1974: POST-TEST, MAY, 1974

Group	No. of Students	MEAN Pretest Scores	MEAN Post-Test Scores	Difference
Title I KED	529	2.5	3.1	0.6
Title I Control	137	3.1	3.5	0.4
Non-Title I Control	97	3.7	3.9	0.2
Title I & Non-Title I Control	234	3.4	3.7	0.3

The data in Table 1 indicate a difference of 0.6 for the KED participants; 0.4 for Title I Control group (0.2 lower than KED participants); 0.2 for Non-Title I Control (0.4 lower than KED); and 0.3 for Title I and Non-Title I Control group (0.3 lower than KED participants).

Although the data obtained from this instrument showed no significant difference between the KED participants and the two control groups, these findings should not be considered conclusive in that the KED Program made no difference in the progress of the participants. This difference could be contributed to the following checking of the instrument:

1. Some teachers did not rate the same pupils.
2. Some teachers marked pupils the same on both the pre and and post tests.

Based on the above results the screening scale was considered unreliable for use as an instrument to identify pupils for the KED program.

Other facts, such as the following, should be considered before reaching a definite conclusion relative to the merit of the KED program.

1. *The screening scale was constructed and used without sufficient time to determine its reliability and was not reliable due to inconsistency in checking by teachers.*

2. *Approximately 90% of the Title I teachers had limited experience teaching kindergarten, therefore, had to adjust to working with kindergarten pupils. This information was obtained through informal interviews.*

3. *It was intended that the first semester be utilized in teachers becoming familiar with the most productive use of materials. This information was obtained from KED Teachers during on-site visits.*

4. *Illness and other uncontrollable factors had to be dealt with, such as pupils adjusting to after school and before school program, etc.*

Twenty-two classrooms were observed during the semester. Information from these observations has been summarized in Table 2.

A survey opinionnaire was made to determine teachers' attitude and feeling about (1) working relationship, (2) working conditions, (3) instructional materials, and (4) general attitude towards the program.

The opinionnaire was sent to 33 KED teachers. Results of the opinionnaire are summarized in Table 3. Inspection of Table 3 will reveal that 100% of the teachers indicated they would recommend continued use of the LAT materials. Also, 93% indicated that the DUSO materials were suitable to pupils' needs. Through informal interviews it was learned that some problems resulted between teams from lack of adequate working space. Suggested recommendations for improving the KED program appeared as an outgrowth of teachers' feelings about available space and planning time. The lowest negative response related to remaining in the program (7%). There was no way of predicting from the data the non-respondents' attitude toward items #9 and #10, which dealt with remaining in the program. In conclusion, the data obtained from the survey appeared most favorable.

A statistical summary of the Title I Kindergarten Teacher's Evaluation Report on Title I Aides in the KED Program was made. This survey was made to ascertain from teachers the amount of time they indicated the aides spend in performing various assigned duties as well as their attitudes and feelings about their aides' position. The results are summarized in Table 4. Fifty-nine point two percent of the teachers indicated that the aides always performed such duties as: playing games, reading stories while teachers performed other duties.

Through observation, informal interviews, and monitoring of 22 Title I schools, it appeared that Title I classroom teachers had high expectations of the duties performed by their aides. A survey inventory was constructed and administered to the aides to determine if these expectations were being realized, and to determine the amount of time the aides spent in performing assignments, interacting with children, and miscellaneous tasks. The inventory developed contained four classifications of fifteen short statements on various tasks performed by aides. Each task to be performed was checked under the appropriate category in each of the classifications on a five-point scale from NEVER to ALWAYS.

TABLE 2

SUMMARY OF CLASSROOM OBSERVATIONS
FROM JANUARY, 1974 THROUGH MAY, 1974

Number = 28 Possible Number = 33

Activity					
1. Board of Education Kindergarten Teacher plans daily with Title I Kindergarten Teacher - 25 Yes - Average length of planning time 30 mins/day					100%
2. Teaching Methods:	Formal Informal	54% 15%		Traditional No Response	21% 10%
3. Teacher working with:	Small Group Whole Group	32% 43%		Other No Response	11% 14%
4. Title I aide working with:	Small Group Whole Group	54% 21%		Other No Response	21% 4%
5. Modality:	Visual Auditory	100% 100%		Kinesthetic	54%

The following activities were rated on a 4-point scale ranging from 0 to 3 points 0 = lowest; 3 = highest.

	Average
6. The child knows meaning of most words used by children his age.	2.9
7. The child has learned control and coordination of: hands 1.3 wrists 2.8 eyes 2.8	
8. The child has learned to speak with confidence before a group.	2.2
9. The child took part in group discussions.	2.2
10. The child engaged in informal discussion with the teacher and classmates.	2.2
11. The teachers used reinforcement effectively by: Verbal Praise 2.1 Giving Tokens 2.6	
12. The child appeared to be independent in caring for his personal needs.	3.0
13. The teachers appeared to be working toward the objectives of the KED Program.	3.0

TABLE 3
SUMMARY OF THE
TITLE I KINDERGARTEN TEACHER OPINIONNAIRE

N = 29
Possible N = 33

Item	Content	PERCENT Yes	No	NR
1.	Any problems working with regular kindergarten teacher?	3	97	-
2.	Adequate working space for your group? "No" - Reasons: Room too small for number of teachers and students.	69	31	-
3.	Adequate planning time with regular kindergarten teacher? "NO" - Reason: Have no free periods for planning.	83	17	-
4.	Language and Thinking Program (LATP) materials suitable to pupils' needs as a whole?	97	3	-
5.	Would you recommend the continued use of LATP materials in kindergarten? "YES" - Reason: Materials very good for reinforcing regular curriculum. Also an interesting way to introduce early learning skills.	100	-	-
6	DUSO materials suitable to pupils' needs as a whole?	93	7	-
7.	Would you recommend continued use of DUSO materials in kindergarten? "YES" - Reason: The materials related closely to the problems of children in this age group. It gives the children a chance to be expressive, understand themselves and their environment.	97	3	-
8	Indicate suggestions for improving KED program. 16 - Room for each kindergarten teacher (Regular & Title I) should be provided. 8 - More planning time. (At least 26 minutes/day) 19 - Materials should be available before program begins operation. 3 - Other: More time with regular kindergarten teacher.			
9.	Would like to continue in the KED program. "NO" - Reason: Very good program but would prefer an appointment with full pay and benefits. (Did not like type of appointment.)	86	7	7
10.	KED program should be continued. "YES" - Reasons: Gives teacher more time with slow learners. Aids in language development and prepares student for primary grades physically and mentally.	97	-	3

TABLE 4

SUMMARY
TITLE I KINDERGARTEN TEACHER'S EVALUATION REPORT ON TITLE I AIDE

N = 27
Possible N = 33

		NEVER	SELDOM	USUALLY	ALWAYS	
ITEMS	CONTENT	0	1	2	3	N.R.
		PERCENTAGES				
1.	Check daily attendance.	7.4	29.6	37.0	22.2	3.8
2.	Fill out forms that teachers would normally do.	25.9	22.2	33.3	11.1	7.5
3.	Assist with childrens' arrival, restroom, dismissal, etc.	0	3.5	48.1	44.4	4.0
4.	Prepare instructional materials for teachers.	11.1	7.4	66.6	7.4	7.5
5.	Clean up after work period.	0	11.1	40.7	40.7	7.5
6.	Assist in care of bulletin boards and classroom arrangement.	3.5	7.4	29.4	56.0	3.7
7.	Assist during outdoor play period with entire class and teacher.	0	14.8	22.2	56.0	7.0
8.	Read or work with pupils individually as well as with small groups.	0	11.1	40.7	44.4	3.8
9.	Set up projectors, tape recorders, interest centers, etc.	18.5	11.1	37.0	29.6	3.8
10.	Plays games - Tells or reads stories when teacher has special assignment which takes her from her class.	7.4	3.5	25.9	59.2	4.0

The categories listed and defined apply only to this report.

Instruction - working with children in reinforcing learning activities.

Developing - preparing instructional materials.

Miscellaneous - fulfilling emergency needs as they arose.

Attitude - how the aides felt about duties assigned to them as well as how they (aides) felt about performing these duties.

The inventory was administered to 33 aides after they (aides) had worked with the Title I kindergarten teacher for one school semester. It was felt that the responses obtained on the inventory survey would reflect the extent of services rendered by the aides as well as the aide's perception relative to the position. In addition, their responses would provide, hopefully, better validation data than responses from teachers and administrators who may have had limited experience in working with aides. The results of the aides' tasks are summarized in Table 5.

Table 5 revealed that 33 aides' survey forms were returned in the study (i.e., 100%); 40% of the items were in the category of instruction; 20%, developing; 26.7%, miscellaneous; and 13.3%, attitude. Instruction, developing, and miscellaneous combined accounted for 86.7% of the items. Attitudes accounted for the remaining 13.3%. Table 5 also reveals that the respondents' overall responses to the 15 statements in the scale categories were as follows: NEVER - accounted for 2.0%; SELDOM, 7.0%; USUALLY, 12%; MOST OF THE TIME, 22%; and ALWAYS, 56%.

Based on the survey results as summarized in Table 5, it was concluded that the aides perceive their tasks as focusing mainly in Instruction.

A summary of the results of time spent by aides in each category are presented in the table which indicates the highest percent of time spent on the following four alternative responses to each item contained in this report. The alternatives were as follows: ALWAYS, USUALLY, SELDOM, and NEVER.

Under the INSTRUCTION category 91% of the aides' time was ALWAYS spent on field trips with the teacher and class; DEVELOPING, 43% of the time was ALWAYS spent on making materials and bulletin boards; MISCELLANEOUS, 73% of the time was spent on assisting the teacher; ATTITUDE, 76% of the aides indicated job satisfaction.

Under the INSTRUCTION category 49% of the aides' time was USUALLY spent on reading to individual groups; DEVELOPING, 45% on setting up audiovisual equipment; MISCELLANEOUS, 42% on both taking care of daily attendance and going on errands; ATTITUDE, 27% indicated job satisfaction.

Under the INSTRUCTION category 5% of the aides' time was SELDOM spent on reading to individuals or small groups; DEVELOPING, 15% of the time was SELDOM spent on both duplicating work sheets for pupils and setting up audiovisual equipment; MISCELLANEOUS, 21% of the time was seldom spent on taking care of daily attendance; ATTITUDE, no response.

Under the INSTRUCTION category no aide indicated NEVER on time spent in this category; DEVELOPING, 6% of the aides indicated NEVER on making bulletin boards; MISCELLANEOUS, 15% of the aides indicated doing errands; ATTITUDE, no responses indicated.

TABLE 5

TASK REPORT SUMMARY:
TITLE I KINDERGARTEN TEACHER-AIDE

N = 33
Possible N = 33

CLASSIFICATIONS	NEVER 0	SELDOM 1	USUALLY 2	ALWAYS 3	N.R.
	PERCENTAGES				
INSTRUCTION - 40%					
1. Read to individual or small groups.	-	5	49	43	3
2. Play games - tell or read stories when teacher has special assignment (within own room) which takes her from her class.	-	3	27	67	3
3. Help individual pupils who have difficulty handling scissors, crayons, paper, paste, etc. during group work.	-	6	21	73	-
4. Assist with restroom and handwashing.	-	6	42	52	-
5. Help individual pupils during play time.	-	-	39	58	3
6. Go on field trips with teacher and class.	-	-	9	91	-
DEVELOPING - 20%					
1. Duplicate work sheets, for pupils, notes to parents, etc.	3	15	39	43	-
2. Make and change bulletin boards.	6	12	39	43	-
3. Set up tape recorders, projectors, etc.	3	15	45	37	-
MISCELLANEOUS - 26.7%					
1. Takes care of daily attendance.	6	21	42	31	-
2. Clean the room after work period.	3	6	39	52	-
3. Assists classroom teacher when a problem arises.	6	-	21	73	-
4. Go on official errands.	15	12	42	31	-
ATTITUDE - 13.3%					
1. Have enjoyed working as an aide.	-	-	27	73	-
2. Likes to work as an aide.	-	-	24	76	-

These results indicated that the aides' services were utilized and were benefici to both the teachers and pupils.

RECOMMENDATIONS

In summary, the data contained in this report indicated that the objectives of the KED program were met to the degree expected during the relatively short instructional operation.

Therefore, based on the data reported, the evaluator recommends that:

1. The goal and objectives of certain components of the KED program (i.e., LAT) are best measured by the use of mastery criterion tests specifically developed for these components. It is critical that these tests be used.
2. The KED program be continued and expanded during the 1974-75 school year.
3. Each teacher be provided adequate space for her class.
4. A planning period of 30 minutes per day be provided for each team. (Teachers be paid for this time, and time be provided before or after class time when pupils are not present.)
5. CTBS grade equivalent score of 0.5 or below, teacher-parent judgment and state guidelines could be used in assigning pupils to the KED program.
6. Replication of the study with KED and Control groups to compare results after the pupil's one-year experience in the KED program.
7. Allow for flexibility in the interpretation of state deprivation criteria to meet changing needs in the program.
8. Close monitoring of program by the Division of Evaluation to determine the degree of implementation and provide feedback to appropriate administrator(s) so some adjustment can be made.
9. Teachers and other administrators should be made aware of the testing program for the 1974-75 school year before the beginning of school in September, 1974.
10. One person should be assigned the responsibility of the KED testing program such as: (1) ordering, (2) disseminating, (3) instructions, (4) collecting test materials, (5) scoring services, (6) type of data needed to evaluate the program, and (7) feedback to the proper persons.

11. There should be some system of feedback of all data relative to the program or projects to persons involved.

12. There should be more two-way communication from bottom up (grass roots level classroom teachers) as well as from the top (administrators, principal, and decision-makers) down in all areas.

13. A campaign of good public relations should be one of the priorities for the 1974-75 school year. (Teachers, parents, community, administrators, etc.)

MEDIA CENTER

SUMMARY

The four Media Centers operated from February, 1974 to June, 1974 with one center in each of the four districts. The three major purposes of the center were: (1) preparing materials for teachers, (2) disseminating instructional materials to teachers as well as other school Administrators, and (3) providing inservice training for teachers and others.

Evaluation of the Media Center involved the following: (1) observation, (2) informal interviews, and (3) survey questionnaires.

Based on the data contained in this report, it appears that the program met the verbal objectives.

DESCRIPTION AND ORGANIZATION

The Four Media Centers. The four Media Centers were opened during the spring of 1974. The three major verbal[1] purposes of the center were: (1) preparing materials for teachers and other school personnel, (2) disseminating instructional materials to teachers as well as other school administrators, and (3) providing inservice training for teachers and others.

The program operated in four Title I school districts throughout the city. One Media Specialist and one Title I Aide was assigned to each center. These teams provided and disseminated a wide variety of instructional materials to 165 teachers, administrators, and others when requested. (See Table 1.) In addition, inservice training was offered to those teachers interested in learning how to prepare various instructional materials.

EVALUATION AND RESULTS

In order to ascertain the quality and quantity of services provided clients by the Media team, various methods of evaluation were devised and implemented such as (1) on-site monitoring, (2) observation, (3) informal interviews, and (4) survey questionnaires.

During the program's operation at least one visit was made to each site. The visits allowed for observation of material production, techniques employed in disseminating these materials, working conditions such as available space, and the kind of team cooperation that existed at each site.

It will be the duty of the Media Specialist to coordinate the activities of the four Media Centers.

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[1] Due to the fact that the Inservice Center Media Specialist position was vacant, it was necessary to give verbal objectives and guidelines to the four centers' staff. This position was still vacant at the end of the 1973-74 school year. The Director of Federal Programs indicated that objectives and guidelines should not be given in writing to the Media staff before the Inservice Center Media Specialist was hired and had the opportunity to see the objectives and guidelines first.

The Inservice Media Center houses the more sophisticated equipment and responds to requests too large to be handled by the district centers. Title I teachers may come to the centers individually or in groups to use the facilities and technical assistance. They may also contact the centers by mail, telephone, or the inter-school delivery system to request service.

A survey inventory was developed to collect data relative to the center. An analysis of the summarized results indicated in Table 1 are as follows:

1. Two hundred and five persons have been served by the center.
2. Four Media Specialists indicated a need for (1) more equipment, (2) more storage space, and (3) furniture.
3. The various types of equipment were used as indicated in Table 1.
4. Brochures, newsletters and informal meetings were methods employed to acquaint persons with the Media Center.
5. The Center was used for inservice meetings by various groups - teachers, administrators, and others.

The above data appeared to indicate that the program's verbal objectives were met.

CONCLUSIONS AND RECOMMENDATIONS

On the basis of data contained in this report it appeared that the program's objectives were met.

The recommendations, based on data presented in this report, are as follows:

1. The centers should be maintained to help meet the needs of Title I teachers, principals, administrators, and others.
2. The Media Specialists as well as other persons connected with the center should be given written clear-cut guidelines to follow, and a copy of the project's objectives.

TABLE 1

SUMMARY OF MEDIA CENTER SURVEY

N = 4 Total Possible N = 4

1. Approximately 165 teachers have been served by all the Centers. Others: 40 District Superintendents, Curriculum Specialists, Aides, and Administrators from various departments in school system.

2. Teachers have requested the following services: (Number represents responses of the Media Specialists)

3	Laminating pictures, charts, maps, games, etc.
2	Recording cassette tape lessons.
3	Putting special books together by using punching and binding machines.
3	Making stencils for class use.
3	Making letters. (Alphabetical patterns as well as letters for instructional use.)
2	Making number patterns.
3	Duplicating instructional materials--language, math, etc.
3	Making transparencies.
3	Duplicating materials for the Hoffman program.
3	Making learning kits--games, etc.
3	Thermo-fax copying of material.

3. During the operation period of your center did you have an adequate amount of the following:

		Yes	No
(a)	Equipment	4	-
(b)	Aide's assistance	2	2
(c)	Materials	4	-
(d)	Other:	4	-
	- More storage space		
	- Sturdier bookcases		
	- More tables, chairs		

4. How often are the following pieces of equipment used?

	Always (Daily)	Usually 2/3 Times Weekly	Seldom 3/4 Times a Month
Laminating machine	-	4	-
Mimeograph & Stencil Maker	4	-	-
Lettering Machine	-	2	2
Dry Mount Machine	1	2	1
Paper Cutter & Stencil Printer	2	-	2
Overhead Projector & Collator	-	2	2
Thermo-fax Machine	4	-	-
Primary Typewriter	-	4	-
Electric Typewriter	1	3	-
Filmstrip Projector	-	-	4
Opaque Projector, Tape Recorder & Punch & Binder Machine	-	1	3

5. By what method did you use to acquaint persons (teachers, principals, etc.) with the Media Center?

4 Brochures 1 Newsletters 3 Informal Meetings

6. In what additional ways was your center utilized?

1 Inservice meetings for teachers to acquaint them with the materials, equipment, etc.

1 Workshops for teachers - instruction in making materials.

1 Others (please specify) - Demonstrating various types of equipment.

7. The Media Center served in numerous ways approximately 205 persons during the past half-year.

8. What improvements would you suggest that would make the Media Center more serviceable to its clients?

- More space.
- Clear-cut guidelines of services and functions of Media Center.
- More work tables.

Although the Media Centers have existed for a short period of time, it appeared that much had been achieved in providing services to teachers and others.

On the basis of the data contained in this report, observation, informal interviews, etc., it is recommended that:

- The centers be maintained.

- The centers be properly furnished with adequate space, furnishings, etc.

- Clear-cut guidelines of services and functions of the Media Center be put in writing and given to each Media Specialist as well as others using such services.

FISCAL YEAR 1974

LOCAL EDUCATIONAL AGENCY ANNUAL EVALUATION REPORT

PART II – A

Evaluation of Title I Projects

TO BE COMPLETED BY LOCAL EDUCATIONAL AGENCY

Name of LEA St. Louis Public Schools County Code 115 LEA Code 115

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY

Include a progress report for **EACH** instructional activity operated according to the following outline. Regular year (RY) and summer (Su) programs should be reported separately. **Each question should be answered for each instructional activity.** Do not leave blanks. **Refer to directions on the back of each page.** Attach additional pages as needed.

1. Name of the instructional activity evaluated in this report Component X: Summer School RY [✓ Su] (Circle One)

2. Indicate the person (s) doing this evaluation (regular employees or consultants).

( ) Superintendent
( ) Counselor
( ) Classroom teacher
( ) Principal
(✓) Other (specify) Staff of the Division of Evaluation
Evaluator: Frances Coff

Name and Title of the person primarily responsible for evaluation of this activity.
Dr. Jean José
Telephone Number 314-865-4550

3. Indicate, in number of weeks, the length of time this activity operated.

______ Regular year 7 Summer

4. Indicate the number of public school children eligible for Title I programs, involved in this activity.

______ Regular year from grades ______ | 5643 Summer from grades 1 - 8

5. a. Indicate the number of participants in which pre and post evaluation is available.

______ Regular year | 4693 Summer

b. How were the remaining participants evaluated? (account for the difference between item 4 and item 5a if any) Teacher judgment.

6.

INDICATE THE AVERAGE AMOUNT OF TIME A CHILD PARTICIPATED IN THIS ACTIVITY EACH WEEK	
Number of Periods Per Week	Length of Instructional Period
20 - 21	45 - 240 minutes

7. What were the objectives of this activity? *Failure to list the objective will result in rejection of the evaluation.*

See Component X

See Component X

Name of instructional activity evaluated in this report Summer School

8. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating the instructional activity. The summaries, etc. should show the basis for drawing conclusions about student progress and the success of the activity. **The tables below are minimums.** Feel free to submit such other data as may be pertinent to the evaluation of the activity.

Name of test used: ____

TABLE 3, CHART OF AVERAGE ACHIEVEMENT SCORES WITH GAINS SHOWN

Complete this chart only where tests are used for evaluation:

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain

All regular year instructional activities must be evaluated using a standardized achievement test.

TABLE 4, GAINS OF STUDENTS PARTICIPATING IN TITLE I INSTRUCTIONAL ACTIVITIES BY CATEGORIES

Complete this table for all instructional activities.

No. of weeks between tests ____

Ry - Regular year Rs - Rating Scales Su - Summer (Circle One)

	NUMBER OF STUDENTS BY GRADE LEVEL														
GAINS	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Little Growth RY 0 – .70 yrs. RS 24% & Below SU 0 growth & Neg.		11	90	97	106	74	81	96	72	24					651
Some Growth RY .71 – 1.00 yrs. RS 25% – 39% SU 1 month		49	295	426	499	364	328	371	223	84					2639
Marked Growth RY 1.01 – 1.50 yrs. RS 40% – 74% SU 2 mos. – 3 mos.		17	92	158	198	126	124	111	119	90					1035
Substantial Growth RY 1.51 yrs. & over RS 75% – 100% SU Above 3 mos.		0	35	53	74	31	47	53	41	34					368
TOTAL		77	512	734	877	595	580	631	455	232					4693 Grand Total

TABLE 5, PRIOR AVERAGE YEARLY GAINS OF STUDENTS PARTICIPATING * IN TITLE I ACTIVITIES

Complete for regular year reading and math only.

Formula for Figuring Prior Gains: Prior average yearly gain = $\frac{\text{Pretest grade equivalent score} - 1}{\text{No. of years in school}}$ See back of page 4

	NUMBER OF STUDENTS BY GRADE LEVEL												
Prior Gains	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 – .70 yrs.	☒												
.71 – 1.00	☒												
1.01 – 1.50	☒												
1.51 & over	☒												
TOTAL	☒												Grand Total

* Include only those students who had both pre and post tests and are included in this evaluation.

See Component X

Page 3
Part IIA
Instructional

Name of instructional activity evaluated in this report *Summer School*

PROGRESS REPORT OUTLINE FOR TITLE I INSTRUCTIONAL ACTIVITY – Continued

9. To what degree were the objectives of this activity reached?

10. Based on the evidence presented on Page 2 and in item 8, what conclusions may be drawn regarding student progress and the success of this activity?

11. Make recommendation of changes needed for this activity.

12. Describe any unique or innovative features of this activity.

13. Include such other information or items which are deemed necessary to show the effectiveness or changes resulting from the Title I activity. Attach as necessary.

SUMMER SCHOOL

Evaluated by Fran Goff

SUMMARY

Title I funds provided a Summer Program for academically and educationally disadvantaged students in four St. Louis school districts. Although there were program variations from one district to another, the basic student-oriented summer school objectives were the same. A total of 160 hours of instruction, including field trips, were available to the students. Summer school duration was seven weeks: June 11th through July 26th (excluding the fourth of July). Instructional classroom time was scheduled at four hours and fifteen minutes per day from 8:15 until 12:30, an approximate total of 140 hours. A sufficient number of field trips completed the additional 20 hours.

All of the summer school pupils, public and nonpublic, were eligible, identified Title I students. Classes were held at 36 public and 4 nonpublic sites. In the public school sites, the average enrollment was 5,645 students from Kindergarten through Grade 8, with 472 teachers, 36 inservice coordinators, and 36 principals. The average nonpublic enrollment was 776 with an average attendance of 611 students. Four principals, 4 coordinators, and approximately 40 teachers took part at the 4 nonpublic sites in the summer program.

Three public and two nonpublic institutions for neglected and delinquent children continued their educational program through the summer school. One nonpublic institution for neglected children structured their summer school to learning by the experience of field trips and recreation. Title I programs provided for a total of more than 283 institutionalized children. An exact figure is difficult to determine because of considerable fluctuation in numbers as the children's length of stay varies.

Breakfast was available to students attending the summer school. During the seven week session, Food Service Division provided a total of 144,994 breakfasts.

The field trips were an interesting addition to the instructional summer school. Each school population had the opportunity to participate in five afternoon field trips. Various local sites were visited. Field trips were directly related to the instructional program.

Early morning inservice for staff development was provided in each school. Usually the inservice, under the direction of the school inservice coordinator, was divided into two sessions. Half the teachers in the school attended inservice while the other teachers stayed with the children. During the second session, the teachers previously in the inservice relieved those who had been with the children. Within some districts these were afternoon Administrator-Principal workshops directed toward increased administrative effectiveness and improving Title I services. There was also a variety of other inservice workshops, and/or projects available within the four districts.

Two Reading Clinic sites were in operation during the 1974 summer term as additional sources for teacher training. Teachers (18 in total) from all four Title I districts participated in that program. During the morning regular summer school sessions these teachers were involved in a practicum as reading instructors and in the afternoons attended the inservice at one or the other Reading Clinics to develop skills in teaching the non-achieving reader.

A local teacher's college was the facility which housed a Title I sponsored course in learning problems offered for credit to Title I personnel.

A series of 34 Title I city-wide workshops were scheduled between June 11th and July 3rd. These sessions convened in one of three locations: Inservice Center, Forest Park Junior College, or Work-Study High School. The inservice content was varied but could be roughly divided into seven categories: reading, language, math, human relations, materials, behavior, and media. A total of 515 persons participated by attending one or more workshops in this series.

Two nonpublic workshops were held as part of the summer program: (1) Understanding Black Values, and (2) Cognitive and Affective Skills. Understanding Black Values workshop lasted for eight days with seventeen persons attending. Eighteen people took part in the five-day workshop on Cognitive and Affective Skills. The attendance rate for the first workshop was 97%, and 84% for the second one.

A math inservice workshop was conducted during the morning for four weeks. It provided training in the method employed in the Math Improvement Team approach. The enrollment for the math workshop ranged from 74 persons the first week to 82 during the fourth week. Overall attendance was 97%.

Observations were made by the evaluators in the schools, special programs, and inservices. Questionnaires for teachers, principals, coordinators and workshop leaders were an additional source of evaluative data. Pupil rating scales were completed by classroom teachers for each child. The rating scale was based on pre- and post-achievement of individualized objectives and the degree of growth was determined. City-wide results of the rating scale indicated that 83% of the summer school students showed growth. Of this group, 6% made substantial gains, 22% made marked growth, and 55% had moderate gains. Included in this survey were Title I public and nonpublic elementary pupils and children in the institutions for neglected and delinquent.

Conclusions drawn from observations and substantiated by the results of teacher, principal, coordinator and workshop facilitator questionnaires indicated that the overall summer program was considered successful in terms of beneficial learning experiences for the children and professional experiences for the school personnel. In contrast to the overall favorable tone of the data, two areas of concern became apparent from questionnaire comments.

Many individuals expressed the opinion that because summer school started immediately after the close of the regular school year and because summer appointments were made just prior to the opening of the summer program, insufficient time was available for organization and preparation. Concomitant with the lack of vacation time the seven week session seemed too lengthy for many.